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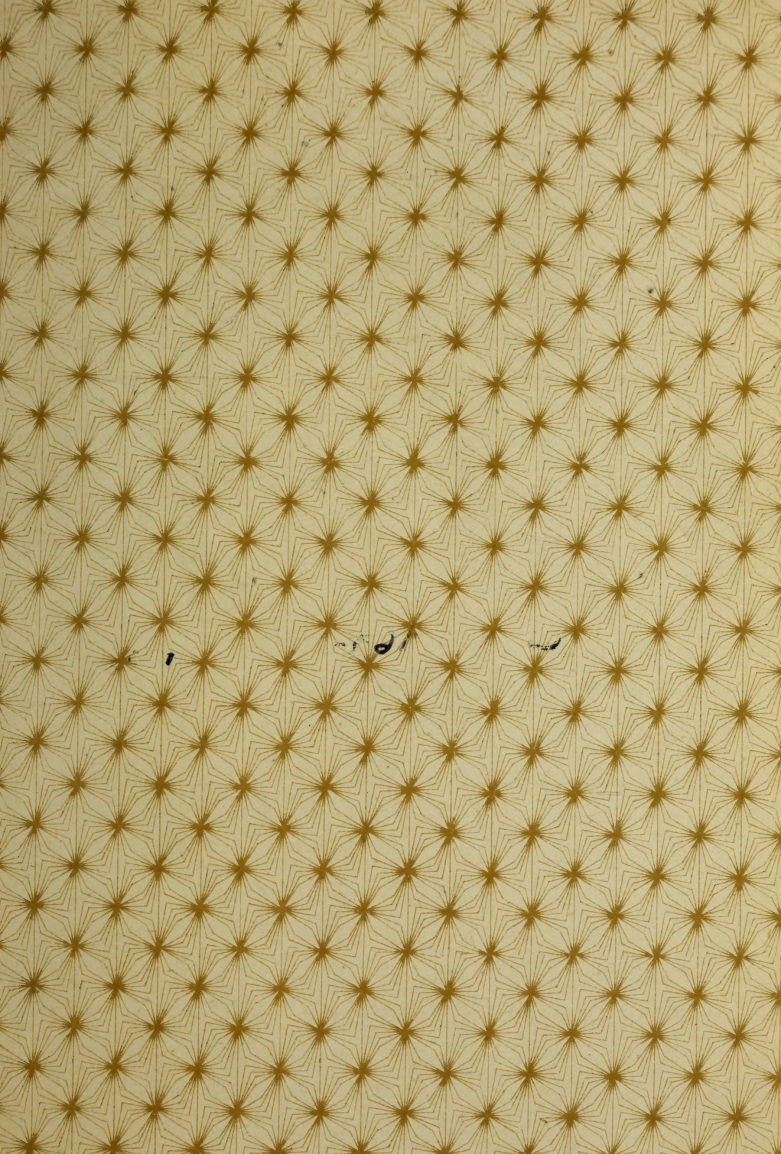
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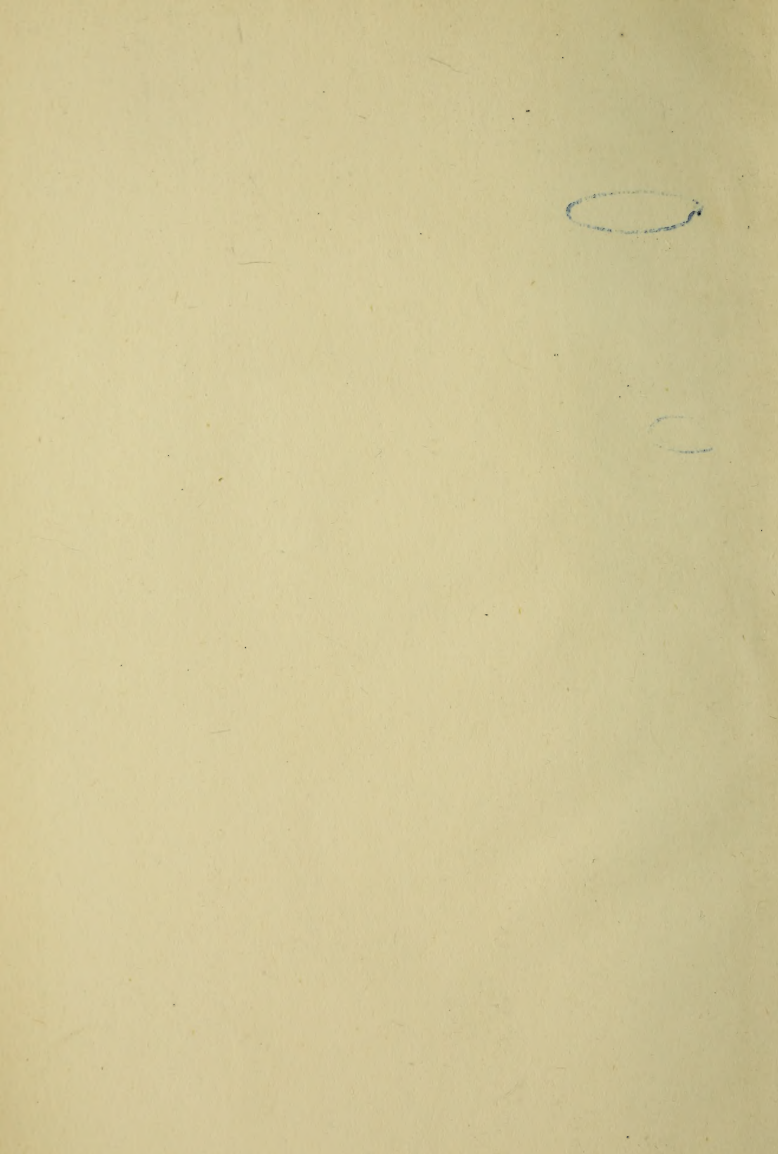
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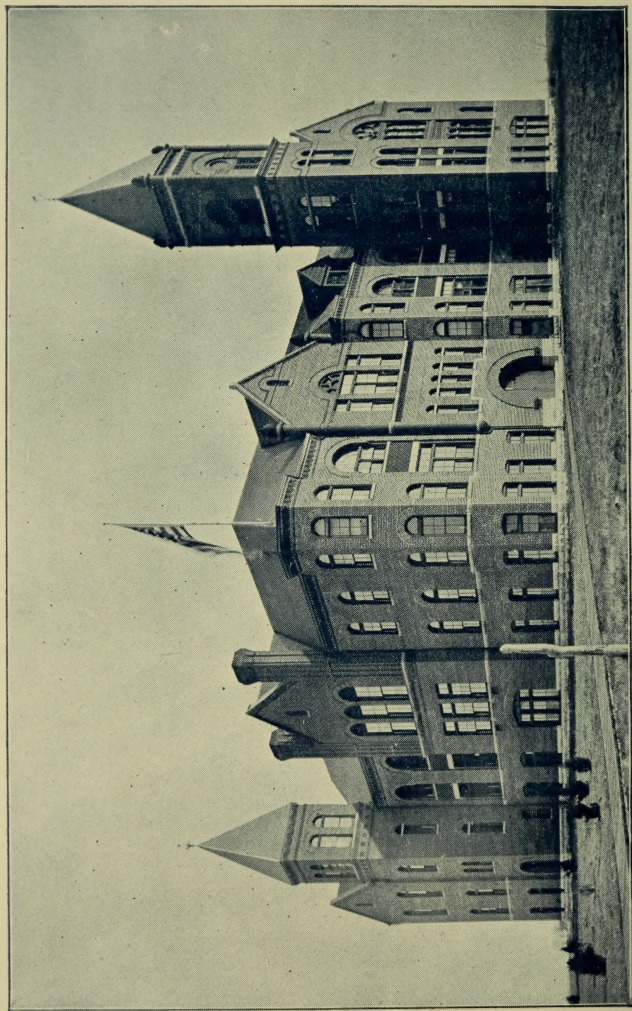
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MISSOURI VALLEY COLLEGE.

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Annual Catalog

Missouri Valley College

Marshall, Missouri.

1894-95. x

. . . PREFACE . . .

MISSOURI VALLEY COLLEGE was founded for the purpose of Christian education, and is under the control of the Synods of the Cumberland Presbyterian Church in Missouri, Kansas, Nebraska and Colorado. It was located at Marshall, Mo., in the spring of 1888, by a Board of Commissioners appointed for that purpose, and is chartered to exercise the privileges and perform the duties of a College.

The College is co-educational. The time is past when it was necessary to argue the importance of co-education. It is helpful to both sexes to be brought together in the recitation rooms. It helps their manners, stimulates endeavor, conserves morality, and fosters self-respect and self-control. It is nature's order, and nature is a good teacher. Experience confirms nature's law, and hence all leading institutions are being brought into conformity with it. Only belated minds oppose co-education in these days.

The following pages contain the facts concerning the organization, management faculty, departments, courses of study, aims, work, advantages, and, in general, all information concerning this institution of learning. Persons contemplating attendance here are requested to study these pages carefully.

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AIM AND WORK OF THE COLLEGE.

Missouri Valley College aims to give to each student a thorough college training of the highest order. Those who wish to get diplomas by the easiest method are not expected here. She does not enter into competition with any other so-called college with a view to furnishing a short-cut to an education in order to get students. Her first motto is "thorough work of the highest order." Her graduates will never blush to confess their *alma mater*.

In order to accomplish the end of her existence, she provides an ACADEMIC COURSE of study that all her students may be thoroughly fitted for admission to the Freshman Class of the College. She also provides a CONSERVATORY OF MUSIC for those who wish to become proficient in this accomplishment, and a SCHOOL OF ART for those who desire to perfect themselves in drawing and painting. THE COLLEGE, however, is that around which everything else is grouped, and to which every other department is subordinate.

THE ACADEMY.

Because of the inferior work done in many schools in the West and because of the importance of a thorough preparation before entering college, it is necessary to maintain a preparatory department. This is very full in Missouri Valley College, three years being given to the Academic Course. Students are not required to spend three years in the Academy if their studies have been sufficiently advanced to admit them to the higher classes. They will be examined upon entrance and assigned to the classes for which they are fitted.

Those who pass the final examinations and graduate in the Academy are prepared, not only for the Freshman Class of this College, but for the same standing in the highest colleges in the East.

Students who successfully complete the Academic Course are entitled to rank *cum laude*, *magna cum laude* or *summa cum laude*, as their grades will warrant. See page 66 for further explanation.

No girl will be admitted as a student in the Academy unless she is thirteen years old.

No boy will be admitted as a student in the Academy unless he is fourteen years old.

 THE ACADEMIC COURSE OF STUDIES.

SEMESTER*	JUNIOR YEAR.
I.	Bible. 1 hour each week. Arithmetic. First Latin. 5 hours. English Grammar. English Composition. 3 hours. Physical and Applied Geography. 3 hours. <i>☞ Latin Composition throughout the Course.</i>
II.	Bible. 1 hour. Arithmetic. First Latin: Gradatim. 3 hours. English Grammar. Primary Rhetoric. 2 hours.
SEMESTER	MIDDLE YEAR.
I.	Bible. 1 hour. Elementary Algebra. Cæsar's Gallic War. First Greek. 5 hours. Universal History. 3 hours. Elementary Rhetoric. Science Introduction. 3 hours. <i>☞ Greek Composition throughout the Course.</i>
II.	Bible. 1 hour. Elementary Algebra (finished). Cæsar's Gallic War (finished). 10 weeks. Sallust's Jugurthine War. 10 weeks. Xenophon's Anabasis. 5 hours. Universal History (finished). 3 hours. English Literature. 3 hours.

*The *first* Semester begins September 3, 1895, and ends January 15, 1896; *second* Semester, January 16, 1896, to June 4, 1896.

ACADEMIC COURSE OF STUDIES, Continued.

SEMESTER	SENIOR YEAR.
I.	History of English Bible. 1 hour. Geometry. Cicero's Orations. 3 hours. Xenophon's Memorabilia. History of the United States. English Literature. 3 hours.
II.	Biblical Introduction. 1 hour. Geometry. (finished). Vergil's Æneid. Homer's Iliad. 3 hours. Civil Government. 3 hours. Drawing. 2 hours. Elementary Physics. 5 hours. Physiography. 2 hours. <i>⦿ Sight Reading of Latin and Greek preparatory to Admission to the College.</i>

NOTE.—The academic course for Philosophical and English students is the same as the above, *except Greek*.

Four hours a week will be given to each subject, except where otherwise indicated.

Elementary Elocution is *required* in the Academy.

See p. 15 for full exposition of the Academic Course in English.

THE COLLEGE.

There are three courses of study open to students in the College: The Classical Course, leading to the degree of Bachelor of Arts (A. B.); the Philosophical Course, leading to the degree of Bachelor of Philosophy (Ph. B.); and the English Course, leading to the degree of Bachelor of Letters (B. L.).

REQUIREMENTS FOR ADMISSION.

Students desiring to enter the College must furnish satisfactory evidence of good morals, and evidence of regular dismissal from the school last attended.

They will be examined in the following subjects:

FOR ADMISSION TO THE CLASSICAL COURSE.

I. THE BIBLE.

Old Testament History—Patriarchs and Kings.
History of the English Bible.
Biblical Introduction.

II. MATHEMATICS.

Arithmetic—including the Metric System.
Algebra.
Geometry—Plane, Solid and Spherical.

III. SCIENCE.

Elementary Science.
Applied Geography.
Physiology.
Physical Geography.
Elementary Physics.
Physiography.

IV. LATIN.

Grammar.

Prose Composition.

Cæsar's Gallic War.

Sallust's Jugurthine War.

Vergil's Æneid.

Cicero's Orations.

Reading at sight.

V. GREEK.

Grammar.

Xenophon's Anabasis.

Xenophon's Memorabilia.

Homer's Iliad.

Prose Composition.

Reading at sight.

Greek History.

VI. HISTORY.

Outlines of Universal History (*Ancient, Mediæval, Modern*).

History of the United States.

VII. ENGLISH.*

Grammar.

Prose Composition—Primary Rhetoric.

Secondary Rhetoric.

English Literature.

Elementary Elocution.

*In order to make plain what is frequently unappreciated, attention is directed to the following explanation of what is done in English in the Academy. This will make clear the above requirement.

ACADEMY.

English Language and Literature. Courses of Instruction.

I AND II. ENGLISH GRAMMAR. The aim of these courses is to make a practical study of the fundamental principles of English Grammar, until the observance of the grammatical rules and laws becomes the student's *second nature*. Prose and poetical selections are analyzed and parsed.

TEXTS: Whitney and Lockwood's *English Grammar*; Abbott's *How to Parse*; Pope's *Essay on Man*.

III. AND IV. PRIMARY RHETORIC AND COMPOSITION. These courses are designed to give the pupil constant practice in the writing of reproductions, developments, paraphrases, compositions, and essays. The more simple rhetorical principles are taught as a preparation for the more advanced elementary rhetoric.

TEXTS: Chittenden's *Elements of Composition*; Hawthorne's *Snow Image and Other Tales*; Butler's *School English*.

V. ELEMENTARY RHETORIC. In this course the elementary rules of rhetoric are carefully studied and made practical by the writing of compositions and essays. Much attention is given to the correction of exercises and to the rhetorical analysis of selections from prose literature.

TEXT: Genung's *Outlines of Rhetoric*.

Prerequisites: Courses I, II, III, IV.

VI. AND VII. ENGLISH LITERATURE. It is proposed in these courses to lead the pupil into the reading and study of English literature. Standard works of prose and poetry are read and discussed. Essays and reproductions supplement the reading in this course. The course of reading for

1895-1896 is the course adopted by the "Commission of Colleges in New England on Admission Examinations": Shakespeare's *Merchant of Venice* and *Twelfth Night*; Milton's *L'Allegro*, *Il Pensero*, *Comus*, and *Lycidas*; Longfellow's *Evangeline*; The *Sir Roger De Coverley Papers* in the *Spectator*; Macauley's *Essays on Milton and Addison*; Webster's first *Bunker Hill Oration*; Irving's *Sketch Book*; Scott's *Abbot*.

TEXTS: Standard annotated editions of the above works.
Prerequisite: Course V.

READING COURSE FOR THE ACADEMIC JUNIORS AND MIDDLEERS.

First Semester: Lamb's *Tales From Shakespeare*; Scott's *The Lady of the Lake*.

Second Semester: Hawthorne's *House of the Seven Gables*; Tennyson's *Enoch Arden*.

In view of the above, students who wish to enter the Freshman Class in the College, will have to meet the following

REQUIREMENTS FOR ADMISSION:

1. ENGLISH. A short composition, correct in orthography, punctuation, construction of sentences and paragraphs, grammar, diction, and style, on a theme drawn from one of the books mentioned in Courses VI. and VII. (Academy).

2. Criticism and correction of specimens of incorrect English.

3. A written examination on the fundamental principles of Grammar and Rhetoric.

NOTE—Students desiring to enter college without meeting the above requirements, must produce grades, showing that

they have completed a preparatory course equivalent, in all respects, to that laid down in the Academy for the study of English Language and Literature.

FOR ADMISSION TO THE PHILOSOPHICAL COURSE.

The requirements for admission to this Course are the same as for the Classical Course, *except Greek*.

FOR ADMISSION TO THE ENGLISH COURSE.

The requirements for admission to this course are the same as for the Philosophical Course.

The object of the Classical Course is to furnish a finished college education. It admits of a full equipment by the study of Ancient Languages and Literature, Modern Languages and Literature, English Language and Literature, Philosophy, Mathematics and Science. It is the best preparation for a professional or literary career.

The object of the Philosophical Course is to furnish a good scientific training.

The object of the English Course is attained by the omission of some of the higher mathematics. It is recommended that the *Classical Course* or the *Philosophical Course* be taken rather than the English Course, if it be at all practicable. No one should decide fully upon any course of study without a full conference with the faculty.

OBJECTS OF COLLEGE INSTRUCTION.

THE BIBLE.

It suits our purpose well to quote the following extract from Charles Dudley Warner's editorial in *Harper's Monthly* for March, 1895 :

"The ignorance of the Bible among students in our public schools and colleges furnishes a curious illustration of the inadequacy of our educational machine to meet the requirements of life. It is significant, also, of a deeper miscarriage of our social and political life. We seem to be astonished that we cannot have public virtue without private virtue, and that a fair legislative and executive machine will not produce an honest and temperate community. * * * * Take this matter of ignorance concerning the Bible. Recent statistics show that it exists to an extent inconceivable to any person a generation ago, in college students. And this ignorance is disclosed, not in attempted religious instruction, but in the study of the ordinary branches of a literary education in our universities and colleges. The pupils are entirely unable to understand a great mass of allusions in the masterpieces of English poetry and prose. Some of these pupils are victims of the idea that the Bible should not be read by the young for fear that they will be prejudiced in a religious way before their minds are matured enough to select a religion for themselves. Now, wholly apart from its religious or from its ethical value, the Bible is the one book that no intelligent person who wishes to come into contact with the world of thought and to share the ideas of the great minds of the Christian era, can afford to be ignorant of. All modern lit-

erature and all art are permeated with it. There is scarcely a great work in the language that can be fully understood and enjoyed without this knowledge, so full is it of allusions and illustrations from the Bible. This is true of fiction, of poetry, of economic and philosophic works, and also of the scientific and even agnostic treatises. It is not at all a question of religion, or theology, or of dogma, it is a question of general intelligence. A boy or girl at college, in the presence of the works set for either to master, without a fair knowledge of the Bible, is an ignoramus, and is disadvantaged accordingly. It is in itself almost a liberal education, as many great masters in literature have testified. It has so entered into law, literature, thought, the whole modern life of the Christian world, that ignorance of it is a most serious disadvantage to the student."

The Bible has been a required study in all classes in Missouri Valley College for five years. It is studied as a library of antiquity, as an authentic record of events, as a peculiar product of a national life, as a causal agency in the progress of civilization, and as a masterpiece in English literature.

Nine courses are offered, aggregating ten hours a week. The ground covered is Old Testament history, including a careful study of the archaeology and sociology of the Jews; New Testament history, involving an investigation of the current doctrinal and ethical tendencies, and a review of the sects and schools of the period; Old Testament introduction; New Testament introduction; the history of the English Bible from the first translations or para-

phrases to the Revised Version, including a study of the principles of translation, the peculiarities of the various versions, and the influence of the English Bible upon the English people and language; the life of Christ, its events, teachings and results; the life of Paul, in connection with the founding of the Christian Church and the development of Christian doctrine; the Bible in the light of modern science and discovery, including a wide range of anthropological, historical, and scientific questions: Apologetics, including the metaphysical, ethical and historical grounds of theistic and Christian belief; New Testament Greek, giving special attention to its distinctive features; and Hebrew, the language of the Old Testament, the aim being to interest laymen as well as candidates for the ministry, in the study of this venerable tongue.

The objects of these courses of Bible study are :

1. To cultivate familiarity with the contents of that book which has so mightily affected the character and destinies, the institutions and literature of nations.

2. To come into sympathetic relations with that people of antiquity whose traits and ideals are uttered in that book.

3. To receive the intellectual and ethical stimulus which is certain to come from a rational insight into the motives and contents of that book.

4. To become able to translate intelligently, and to appreciate at their full value, all those Biblical references, allusions, reproductions and images which are so numerous dispersed through all science, literature and philosophy.

5. To comprehend adequately the real source and support of the institutions and constitutions, the ethical traits and ideals of the civilizations of Christendom.

6. To receive the culture which comes from a scientific and literary mastery of this masterpiece of English literature.

WILLIAM H. BLACK.

ENGLISH LANGUAGE AND LITERATURE.

Courses of Instruction.

I. RHETORICAL STYLE. Rhetoric is studied in a two-fold way: First, as an Art or Constructive Rhetoric, which is concerned with the production of discourse; second, as a science or critical Rhetoric, which traces the laws of discourse through the standard works of literature. In this course the general principles and the fundamental processes of rhetorical style are carefully studied, as they are manifested in the different kinds of diction and in the structures of the sentence and of the paragraph.

TEXTS: Genung's *Practical Elements of Rhetoric, Part I*; Genung's *Handbook of Rhetorical Analysis, Part I*; Wendell's *English Composition*.

II. RHETORICAL INVENTION. This course is a continuation of Part I, and embraces a study of the fundamental principles underlying literary invention, with a critical analysis of the different kinds of discourse.

TEXTS: Genung's *Practical Elements of Rhetoric, Part II*; Genung's *Handbook of Rhetorical Analysis, Part II*; Lewes' *Principles of Success in Literature*.

Prerequisite: Course I.

III. ELEMENTARY ANGLO-SAXON. The phonology, grammar, syntax, and literature of the Anglo-Saxon language are studied chiefly for the light which they throw on the study of the English language and literature. This is an elementary course and is designed for beginners. A careful study is made of the grammar, supplemented by the translation of easy prose selections.

TEXTS: Bright's *Anglo-Saxon Reader*; Cook's *Siever's Old English Grammar*.

IV. INTERMEDIATE ANGLO-SAXON. In this course the Anglo-Saxon syntax and literary forms receive careful attention, while more difficult prose selections are translated, followed by the translation of simple Anglo-Saxon poetry.

TEXTS: Bright's *Anglo-Saxon Reader*; Cook's *Siever's Old English Grammar*; Cook's edition of the *Judith*.

Courses III. and IV. are open to Classical Sophomores and to Philosophical Juniors.

V. COMPARATIVE PHILOLOGY. A course of lectures will be given on the general subject of Philology, or the Science of Language, discussing the subject as follows: General characteristics, formation, or rise, growth and development; kinds, origin of words and of the parts of speech; beginnings of syntax. In this course will be included a critical study of words.

TEXT: Suplee's edition of *French on the Study of Words*. Course V. is to be taken with Course III.

VI. ENGLISH PHILOLOGY. This course is a scientific study of the rise, growth and development of the English language. The history of the language from its earliest beginnings to the present time is carefully traced, followed by a critical study of the history of the inflections of the noun, adjective, pronoun and verb.

TEXTS: Lounsbury's *History of the English Language*; Earle's *Philology of the English Tongue*.

Prerequisites: Courses III. and V.

VII. CHAUCER TO MILTON. English literature is studied both historically and critically. The beginnings, growth and tendencies of English literature are viewed in the light of English history as a criticism, or interpreter, of the same. Representative poems are critically read in the class, while the students are required to read privately a prescribed course in prose literature. Course of reading for

1895-1896: Chaucer's *Prologue to the Canterbury Tales*, and the *Nonne Preestes Tale*; Spencer's *Faery Queene*, *Book II*; Shakespeare's *As You Like It* and *Macbeth*; Milton's *Paradise Lost*, *Books I. and II.*

TEXTS: Pancoast's *Introduction to English Literature*; standard annotated editions of the above texts.

Prerequisites : Coursés III and IV.

VIII. DRYDEN TO TENNYSON. In this course the literary movements and tendencies in English literature from the time of Dryden to that of Tennyson, are carefully traced and studied. Representative poems are read critically in the class, supplemented by a course of private reading of typical prose productions. Course of reading for 1895-1896: Dryden's *Absalom and Achitophel*; Pope's *Rape of the Lock*; Gray's *Ode on a Distant Prospect of Eton College*; *The Progress of Poesy*, and *The Bard*; Goldsmith's *The Traveler* and *The Deserted Village*; Cowper's *Task*, *Book I.*; Burns' *The Cotter's Saturday Night*; Coleridge's *The Ancient Mariner* and *Christabel*; Wordsworth's *Excursion*, *Book I.*; and *Ode on Immortality*; Shelley's *Adonais*, *to a Skylark*, *The Cloud*; Keat's *The Eve of St. Agnes*; Byron's *Childe Harold's Pilgrimage*, *Cantos I. and II.*; Tennyson's *In Memoriam*.

TEXTS: Pancoast's *Introduction to English Literature*; standard annotated editions of the above texts.

Prerequisite : Course VII.

IX. AMERICAN PROSE FICTION. The purpose of this course is to investigate the history of American prose fiction and to study critically certain standard works of the same. Writings of Hawthorne, Bret Harte, James, Howells, Stockton, Crawford, Cable, Craddock, and others, will be read and discussed in the class.

TEXTS: Watkins' *American Literature*; standard editions of the above texts.

Prerequisite: Course I.

X. EARLY ENGLISH. This course and the next are designed to serve as a connecting link between Anglo-Saxon and Modern English. The transition from Anglo-Saxon, through Middle English, into Modern English, will be carefully traced in the literature of the early English period.

TEXT: Sweet's *First Middle English Primer*.

Prerequisites: Courses III. and IV.

XI. MIDDLE ENGLISH. This course is the continuation of X, and deals with the writings of Chaucer as the representative of the Middle English period. The beginnings of Modern English are sought in the language and literature of the fourteenth century.

TEXT: Sweet's *Second Middle English Primer*.

Prerequisite: Course X.

XII. and XIII. ADVANCED ANGLO-SAXON. These courses are offered for the benefit of those who may desire to pursue further the study of Anglo-Saxon.

They include a study of the history of Anglo-Saxon literature and a detailed investigation into Anglo-Saxon phonology, grammar, syntax, and versification. The *Andreas*, *Elene*, *Exodus*, and *Daniel*, and *Beowulf* will be translated and discussed in class.

TEXTS: Brooke's *Early English Literature*; Barkervill's edition of the *Andreas*; Kent's edition of the *Elene*; Hunt's edition of the *Exodus and Daniel*; Harrison and Sharp's edition of the *Beowulf*.

Prerequisites: Courses III. and IV.

XIV. SHAKESPEARE'S DRAMATIC ART. The aim of this course is to lead the student into the study of Shakespeare as a dramatic Artist. The dramatic art of Shakespeare is critically studied, as it is manifested in a number of his plays.

TEXTS: Moulton's *Shakespeare as a Dramatic Artist*; annotated editions of the plays of Shakespeare.

Prerequisites: Courses VII. and VIII.

XV. HISTORY OF ENGLISH PROSE FICTION. The purpose of Course XV. is to trace the rise, growth, development, tendencies, kinds, and influence of English Prose Fiction from the days of chivalry to the twentieth century. Masterpieces of different periods will be read and discussed.

TEXT: Tuckerman's *History of English Prose Fiction*.

Prerequisites: Courses VII. and VIII.

XVI. SEMINARY. To supplement Courses XIV. and XV., a Seminary will be instituted. Careful reading and discussion of certain plays of Shakespeare

will supplement Course XIV. Representative works of English prose fiction will be similarly studied to throw light on Course XV. Students, electing Courses XIV. and XV., will be required to enter the Seminary.

NOTE.—Courses XII., XIII., XIV., and XV. will only be given to classes of five or more.

PHILOSOPHY.

Back of all Science, Mathematics, History, Literature, lies Philosophy, which deals with the fundamental postulates of every other branch of knowledge and of the practical life as well. It is the only study which brings into a proper unity the truth acquired in other departments. Philosophy is the science of sciences, the means by which the genetic principles of every other science are construed in their relations as the parts of one stupendous whole.

The threshold of Philosophy is *Psychology*; this introduces the student to the instrument by which the deeper problems of being are discerned and solved. This instrument, the soul, is studied as a unity, with manifold powers, in correlation with a body, through which it becomes conscious of an external world. In physiological psychology the soul is investigated as the seat of sensations, which come by means of external stimuli. Then the soul's process of construing these sensations and attaining knowl-

edge is studied. Involved in the consciousness of sensation is *feeling*, which is separately studied because its phenomena are unique. Involved in the process of receiving and interpreting sensations is *will*, which also demands separate treatment because of its marked peculiarities. Knowing, feeling and willing constitute the complexity of the soul's activity as a unitary agent ; this is the outcome of psychological investigation.

The soul being the subject of knowledge, its processes of acquisition are according to law. So far then as discursive knowledge is concerned, we are brought to an investigation of the principles and methods of *Logic*. Here we master the laws of reasoning, so that we are able to pursue intelligently and critically our further investigation of the rational ideas of the true, the absolute, the good and the beautiful.

Next in order, then, we study the contents of these ideals. The first is *Metaphysics*, the second is *Theism*, the third is *Ethics*, and the fourth is *Æsthetics*.

In *Metaphysics* the popular notion of reality is criticised and the truth developed as to its nature and laws, its implication of an infinite world-ground and its cosmical and psychological significance in the forms of matter, motion, force, space, time, life and the soul. In *Theism*, the nature and attributes of the World-ground, as an intelligent, personal, ethical unity are unfolded. In *Ethics* the rational grounds

and general forms of Duty are developed. And in *Æsthetics* we learn the nature and laws of the beautiful, and its actualization in music, architecture, painting, sculpture, poetry, literature, oratory, histrionics and landscape.

The critical method of philosophical investigation brings principal theories (ancient and modern) under review, and thus makes the student familiar with all types of thought, and thereby with the general history of Philosophy.

W. H. BLACK.

ELOCUTION AND HISTORY.

ELOCUTION. Elocution is popularly supposed to concern itself very little about the thought, but to give its attention entirely to delivery ; so tenaciously has this idea clung to the word that many teachers have discarded it and substituted for it the term, vocal expression. We here use the old term with the meaning now given the new one.

Elocution regards first of all the thought, and treats of the laws of thought as related to utterance. It calls for an analysis of thought in itself and in its purpose of delivery ; secondly, it calls for a mastery of the physical means (voice and body), of expressing the thought ; and thirdly, it requires a knowledge of the proper technical mode for accomplishing these results.

The style of oratory has changed somewhat, but there is an increasing demand in our country for public speaking. We find that oftentimes public delivery is made the test of the training of the whole man, and while so many of our students enter those professions which require an ability to speak, we cannot afford to omit this important element of training.

The technical part of delivery can not be separated from the study of mental action, for we find that most of the faults of delivery can be traced directly or indirectly to a psychic source. Voices that are habitually hard and cold, are usually so from the lack of imaginative action of the mind. A sing-song delivery may be traced to a lack of control of emotion or to the fact that the speaker is not swayed by the thought. The only adequate remedy for these faults and similar ones, is to train the mind to correct action. Some faults may be temporarily corrected by simply working on the technique, but such work can not effect a radical cure. The faculties of speech, like all others with which man is endowed, are not given in their highest state of development and perfection, but are susceptible of cultivation. Gladstone and Henry Ward Beecher may be cited as among those who have learned from experience that an intelligent, continuous drill is necessary to develop the highest power of the voice and to give the best use of it. The neglect of such training and the consequent

improper use of the voice, is the direct cause of many diseases of the throat and the loss of voice.

But aside from being a means of preparation for public speaking, the study of Elocution offers inducements to the student seeking general culture to study it for itself. It is closely connected with the study of the written language and literature. It is a means of cultivating literary style, for vocal expression is one of the best tests by which to detect incompleteness of thought or awkward use of language. By practice upon lyrics the imagination is cultivated and an appreciation of art developed. In the interpretation of literature the reader must put himself in the author's place and see with his eyes. The study that enables him to do this broadens his conception of men's motives of action and thought. Elocution, in its system of physical exercise for expression, gives the highest form of physical culture. It trains for erectness of form as the physical expression of lofty thought; it trains for chest expansion and deep breathing as a means of expressing strong emotion; it trains the members of the body for grace and ease of action as an expression of beauty in thought. Thus it has for its object the uniform normal development of man's physical power, that they may be responsive to thought and feeling, and the body may become an expression of the soul.

HISTORY. History, as it lies at the root of all science, is also the first distinct product of man's spiritual nature, his earliest expression of what may be called thought.—CARLYLE.

History is one of the first subjects to engage the mind of the student. As he enjoys the pages of human history about him, his interest is naturally aroused in the past, in those who have had to do with the formation of the present. The *necessity* of a knowledge of the subject confronts him at every step of his course. No satisfactory solution to many of the problems that confront him can be found elsewhere than in history. It is the key to a good understanding of literature, for without some knowledge of the times and surrounding conditions, the study of Chaucer, Spencer and Shakespeare would prove a puzzle to the most profound scholar. It furnishes a clew by which many of the mysteries of language have been unraveled ; it accounts for the theories of ancient philosophy and preserves for science valuable data. But the subject of history is not literature, science or philosophy ; but man, his deliverance from moral evil and error and his gradual approach to an ideal humanity and an exalted fellowship with God. Hence, in pursuing this study, the student is to consider himself as the subject and the text-book as a comment upon his past and present that shall enable him to read the future aright.

The student, it is presumed, comes to us with a fair knowledge of the history of his own State and country, and begins our course with the general history of ancient, mediaeval and modern times. After this general survey of the field of human events, he returns to the study of the history of the United States, laying less stress upon dates and details than upon the ability to distinguish significant and important events and their relations to each other. Next in order is the study of Civil Government. Here the student's knowledge of the local governments around him is extended, and their relations to each other made clear. A study of the State Constitution is followed by a study of the Federal Constitution, and instruction given upon the lessons of citizenship to be learned from each. The advanced course begins with a study of English History, and in following the history of its government, trade and customs we find much to explain in the constitutional, intellectual and social advancement of our own nation. The principal study in this course will be given to the history of the constitution, the condition of the common people, the growth of trade, and the development of law. In the study of the Constitutional and Political History of the United States the development of the Government from the Revolution to the present, will be traced, and the causes which effected it will be studied. The History of Civilization

offers a study of the earlier institutions and conditions out of which the social order of modern States has been developed.

Supplementary reading will be encouraged and required throughout the course.

JOAN C. ORR.

TEXT BOOKS IN ELOCUTION.

Classics for Vocal Expression.—*Curry*.

Shakespeare's Plays.—*Hudson*.

TEXT BOOKS IN HISTORY.

Universal History.—*Meyer*.

United States History—*Johnston*.

Short History of the English People.—*Green*.

History and Constitution.—*Johnston*.

American Politics.—*Johnston*.

History Civilization.— ———.

During the coming year a limited number of private pupils will be accepted in the School of Elocution.

TERMS.

Single Lessons, One Hour	\$ 1 00
Lessons Per Month, Two Lessons Per Week	5 00
Lessons Per Semester, 2 " " " 	20 00

LATIN AND GERMAN.

The beginning and foundation of knowledge is language ; only by its aid do our own thoughts become clearly revealed; by it we come into fellowship with mankind, and without it we should be isolated and alone. Language is not born with us, but must be acquired anew by each individual of and for himself, like knowledge of any other kind ; words in their meaning and value are learned gradually by close attention and frequent repetition, their contents expanding to keep pace with our mental growth ; this is not so apparent because it takes place in conjunction with the acquisition of other knowledge, but it is none the less true. When we reflect that the vocabularies of intelligent and well-informed people seldom exceed five thousand words, while the English language contains upwards of one hundred thousand words, it will be evident that the language must be studied as an organic whole, and as to its structure, derivation, composition and history, if the student is to be put into possession of the means of interpreting and understanding even a fair part of the great body of our speech.

Two westward-flowing streams of civilization, emanating from the Aryan home of our forefathers and tending, one across the northern, the other across the southern, part of Europe, met in England and gave us as a result of their intermingling, English

civilization and the English language. The northern current of influence came to us through the Teutonic races, of whom the best representatives are the Germans; the southern current reached us through Rome. Roughly estimated, the English vocabulary is from one-fourth to one-third Latin and Germanic to about twice this extent. If we would understand our own history, civilization and culture, and the wealth of our own language, we must go back to the classic nations of antiquity and study the development of that greatness which is the foundation of our own.

THE LATIN affords one of the best illustrations of synthetic language, and by reason of its regularity of form and syntax, and its precision and exactness, furnishes an instrument for beginning the subject of language unsurpassed by any other. When we consider in addition to this the magnitude and importance of the ancient Roman Empire, its literature, the models of law and government it bequeathed to the world, how the language has perpetuated itself in the Italian, French and Spanish languages, how the Spanish has crossed the Atlantic and overran a large portion of the western hemisphere, it is no longer a matter of surprise that in the secondary and higher schools of Europe and America, Latin is so extensively studied, and that in these countries hardly a respectable literary school can be found whose courses

do not contain a considerable amount of required Latin. Long ago called one of the humanities from a conviction of its value as a factor in a liberal education, and in a broad and generous culture it has stood the severe test of the nineteenth century ; elucidated and polished by the unremitting study of generations of scholars, this language with its literature furnishes an indispensable means of discipline for the unfolding mind of youth, and great lessons in history and in the course of civilization.

THE GERMAN LANGUAGE demands our consideration, not only because of its intimate relationship to our own speech, but as well because of the commanding position to which Germany has risen in the last quarter of a century among the nations of Europe. In the number and high excellence of her universities, in her thorough educational system, in the prowess of her soldiery, and most of all in the volume and very superior excellence of her literature, she stands conspicuous and unsurpassed. So far have the Germans pushed their investigations in all departments of knowledge, that students engaged in graduate work in American universities are obliged to possess at least a reading knowledge of German. The large German element in our population is, from a practical standpoint, a sufficient reason for the study of the language at school by any who may reasonably count on coming much in contact with people of this na-

tionality. In short, the German language, now so extensively studied in this country, and already forming a necessary part of Philosophical and Scientific Courses in all the leading colleges of our land, can no longer be neglected by any college student who aspires to a well rounded course and liberal education.

ALBERT MCGINNIS.

SCHOOL OF GREEK.

This course begins in the middle Academy. Special attention is paid to the study of forms, inflection, accent and elementary points in syntax in the earliest stages of the subject. Correct accent and pronunciation are rigidly insisted upon. No one can lay claim to an accurate knowledge of Greek unless he has mastered the rules of accent. These are necessary in order to lay a good and deep foundation for Greek composition further on in the course. Another essential to a good reading knowledge of Greek is a vocabulary. Root words are required to be learned thoroughly, then derivatives are to be pointed out, and their meanings traced directly or indirectly to these original roots. Frequent translations are made from the Greek with English, to be retranslated into idiomatic Greek. The grouping system of learning a vocabulary is practiced, thus enabling the student, by these groupings and frequent reviews and Greek translations, to acquire the Greek arrange-

ment and vocabulary and style of the author he is reading with a comparatively little outlay of time. In the *Academy* Greek prose, based upon the text of the *Anabasis*, is commenced and continued under different forms in the college. Greek Grammar is taught throughout the whole course. The reading of the *Anabasis* is commenced at the earliest time possible—at the end of six months' study. In connection with it the points of syntax, as they occur, are discussed. This is then followed by the *Memorabilia*, giving the student a knowledge of the Socratic method of teaching. Next in the course is the *Iliad* or *Odyssey* of Homer, introducing the student into the oldest form of Greek, and the first and primitive division of Literature—the Epic. Greek History is studied in the Academy, and made one of the requirements of admission to the College. In this the manners, customs, morals, mythology and history of the ancient Greeks are studied, enabling the student by such knowledge to understand more thoroughly and to interpret the literature better. In the Freshman year Ionic Greek is studied in Herodotus, followed by the *Phaedo*—setting forth Greek Philosophy as taught by Plato and Socrates. In the Sophomore year Demosthenes de Corona is read, a fine sample of Greek oratory when at its zenith, followed by the inimitable Oedipus Tyrannus, equalled by few, surpassed by none. In this year's work a course in Greek Literature, dating

as far back as Homer, and extending down to almost the Christian era, is given. In this literature is treated in its six divisions: Epics, Lyrics, Drama, Oratory, History and Philosophy. Each division is taken up separately and discussed, giving an outline of all the masterpieces of Greek Literature. In the Sophomore year a course is given in New Testament Greek, the attention being specially directed to its peculiarities.

In the Junior Year texts are studied from Euripides, Aeschylus, Aristotle and Aristophanes. The *first* reason I would give for the study of Greek is on account of its disciplinary value. Few subjects can furnish as good a mental drill. The accuracy of its expressions, the beauty of its periods, and the absence of ambiguity, make it a powerful factor in the cultivation of the mind. 2d. This course is designed for language teachers, whether in the secondary schools or colleges. The Latin and Greek languages are so closely related to each other that whoever anticipates becoming a Latin teacher should study Greek also. 3d. This course is suited for those who have not made a choice of their profession, but are aiming only to complete an education. 4th. Students who expect to make an exhaustive study of literature, should have this course. The foundation of all literature dates back to the Greek, and he who is not acquainted with Greek thought and Greek

philosophy, either in the original or in translation, cannot be said to have a very wide view of literature. 5th. This course is indispensable for the young minister. The demands of the times require the ministry to be better equipped than in the past. No young preacher with ability can afford to omit Greek. It is a subject he will use every day in his study. In view of these few reasons, I would say, study Greek.

W. E. GRUBE.

FRENCH.

FRENCH begins as a required study with the first semester of the Freshman year in the Ph. B. course, and continues through the Sophomore two hours per week. In the Freshman year special care is given to grammatical forms, syntax, pronunciation and the conversion of English into idiomatic French in connection with the reading of some easy French selections. Sight reading is practiced from the beginning of the course to familiarize the student with the French words, and to acquire an independence of the vocabulary. In the Sophomore year stress is laid upon the interpretation and history of the literature and manners and customs of the French, accompanied by French composition, the reading of dramas, the writing of short French essays, and the more difficult points in syntax. The aim of the Sophomore year is to go over much ground, under the impression that the more read, the better the student can grasp the

language. Easy selections will be given for outside reading and examination. There are also elective courses in the Sophomore and Junior years for the A. B. degree.

Some of the more important reasons for the study of French are :

First, It has been and still is, to a large extent, the universal language—the language of courts, of diplomacy, of international congresses and conferences, and of strangers of different nationalities to one another ; this fact has given it a peculiar value and prestige.

Second, A large part of our speech derived from Latin sources has come to us through the French with a consequent modification of form and meaning. As a result of the Norman conquest, the French was so engrafted upon the native language that it has become a constituent and essential part of the English tongue.

Third, France is one of three great nations of Europe which stand in closest relationship to us. During our whole history as a nation, her attitude toward us has been friendly and sympathethic. We have French neighbors just across our northeastern boundary, and on our southern coast we have French citizens.

Fourth, The French language excels in simplicity and conciseness of expression ; its statements are

direct, its paragraphs brief, its sentences not involved ; at the same time it possesses in the very highest degree the capacity of being polite, ornamental and polished. The historic importance of the nation whose language it is, its literary treasures, and the prevalence of its study, sufficiently attest its value for purposes of general culture.

NATURAL HISTORY.

The value of the Natural History Sciences as educative agencies is probably not so apparent to the student or his parents as the study of mathematics, languages and history with which they have been familiar for a much longer time. This group of studies is not only very close to human interests from the practical side of life, but is at the same time without a superior in several aspects of our many-sided mental development as students. The reasons for the study of Biology and kindred subjects lie in these facts :

1. These studies bring into play the early developed but usually neglected impulse toward observation and discovery. Children want to see and know about everything. They love nature. The neglect of this fact in early years will frequently result in practically quelling the tendency to observe, and in cutting off one of the chief sources of pleasure and profit

in after-life. Here they are taught to observe carefully and systematically.

2. When properly taught these sciences do this in such a way as to encourage independence on the part of the student. The student should learn to do something outside the influence of authorities, teacher and text-book. He learns here to say, "I have discovered this to be true," instead of "The book says thus and so." This is an immense gain from the standpoint of mental independence and self-respect. It is in the lack of this where lies whatever of truth there may be in the statement that a classical college training unfits a man for practical business life. Proper college training is the best equipment for any useful life.

3. As a result of his observations the student obtains a body of facts which are not only useful to him in later mental processes, but serve him well in a practical way in many of the professions. The farmer should be something of a botanist, chemist and geologist; the physician and pharmacist must be of course versed in anatomy and physiology—the co-ordinated divisions of biology; so the mining and civil engineer needs geology; the stock breeder, zoology, and every man, woman and child should have a correct understanding of the functions and needs of his own body, from a purely practical standpoint.

4 Nature, for certain fundamental reasons, offers materials readily susceptible of classification, and the facts of nature fall readily into categories ; therefore, the study of nature, properly conducted, leads the student to classify things ; but this involves the ability to distinguish between essential and non-essential facts, between the related and the unrelated ; in other words, discrimination.

5. The complete statement and characterization of these facts, their importance and their relations, demands an exactness of expression which must serve to cultivate the powers of language-use and the choice of forms of speech, and contribute a precision of style which perhaps no other class of studies, except of language and literature, can accomplish.

6. The Biological and Physical Sciences call in-to play that form of reasoning which will be most needed and used by the student in the acts and conclusions of his practical after-life. He will be trained thereby to make more correct inferences from isolated details, and will in consequence be the more self-reliant, well-balanced, ready man because of his training.

Missouri Valley College offers the following courses of study in the department of Natural History :

A. BIOLOGY.

I. ACADEMY.

1. Elementary Science Lessons.
2. Anatomy and Physiology of the Human Body.
(Intermediate).

II. COLLEGE.

1. General Biology.
2. Botany, Structural.
3. Zoology (Animal Morphology).
4. Comparative Physiology.

B. GEOLOGY AND METEOROLOGY.**I. ACADEMY.**

1. Geography, Political, Historical and Physical.
2. Physiography (Intermediate).

II. COLLEGE.

1. Geology.
2. Meteorology.

In addition, upon demand of graduate or advanced students, courses of work will be arranged, especially in Biology, looking toward a course in medicine or suited for teachers.

T. W. GALLOWAY.

PHYSICS AND CHEMISTRY.

In our day no one can claim to be liberally educated if unfamiliar with at least the fundamental principles of Physics and Chemistry. Recognizing this fact, every college and university now has more or less *required* work in both these subjects before granting a bachelor's degree. This is right and proper for several reasons. First, because they are both inductive sciences with mathematical principles applied throughout, and hence as disciplinary studies they

have the double advantage of giving a drill in the rigorously exact methods of mathematics, and using at the same time strictly inductive methods in connection with the laboratory practice. Secondly, Physics and Chemistry are the most practical of all the sciences. The principles of which they treat are the foundation stones upon which the material side of our nineteenth century civilization rests. Lastly, in the laboratory not only is the mind trained, but the eye is rendered quicker and the hand more certain and deft in its touch. The fact that Physics and Chemistry are sciences in which discoveries and new applications of principle are being made almost daily, adds to the zest with which a student applies himself to them, and therefore increases the benefit to himself.

The first subject studied in this department is *Elementary Physics*, where a preliminary view is had of the leading principles of Physics as illustrated by experiments in the Laboratory. Perhaps no other subject studied during the entire Academy and College course does so much as this one to mentally quicken the student and to broaden his views of nature. The course is put as late as possible in the Academy to enable the pupils to acquire a sufficient knowledge of Geometry and Algebra to understand the formulas which summarize the results of their experiments in the Laboratory. Regular recitations, interspersed with frequent written exercises, are had

five hours each week during the Second Semester of the Senior Academic year, with a view to aiding the student in readily and accurately expressing the conclusions drawn from the experiments. As a text-book Gage's "Introduction to Physical Science" is used.

Throughout the Senior year in the College four hours each week are devoted to the course in *Advanced Physics*. This is intended to present to the student not only the fundamental principles of Physics, but so far as possible the methods by which these have been established. The Physical Laboratory has been supplied with apparatus enabling the student to make measurements in the subjects studied. The work in this course is begun with a brief consideration of Matter, Energy and Physical Quantities. A somewhat extended study of Mass-Physics follows. The measurement, transfer and effects of Heat are then studied. The course closes with the study of the Physics of the Aether, especial attention being given to Radiant Energy and Electro-kinetics. The text-book used is Barker's "Physics;" Anthony and Brackett's "Text-Book of Physics" and Daniell's "Physics" being used as reference works.

GENERAL CHEMISTRY. Since the study of Chemistry is of little value unless accompanied by Laboratory practice, each student has a desk and is required to make experiments which have been outlined, and to observe and describe while in the Lab-

oratory the results obtained. Knowledge thus acquired is the most real that a student can have of the subject, but, on account of the time required, is somewhat limited in scope. For the purpose of broadening the student's knowledge, and for training in ready and accurate expression of knowledge, frequent oral and written recitations are had on the facts and theories of the science. In the first part of the course the occurrence, mode of preparation, physical and chemical properties, and compounds of the most important and typical non-metallic elements are studied in detail. The remaining non-metallic elements are considered more briefly. In a similar manner typical metallic elements are studied thoroughly while the others are only briefly considered. Special stress is laid upon the scientific relations existing between the different elements and compounds. The course embraces the estimation of quantities by gravimetric and volumetric methods, the calculation of the volumes of gases by the laws of Boyle and Charles, volumetric syntheses, the determination of formulas and writing of reactions. General Chemistry is studied six hours each week during the first semester of Freshman year. Remsen's Introduction is used as a text-book.

The subject of *Qualitative Analysis* is begun with a study of the base-formers, each group being taken by itself and the chief properties of its members shown and compared. After the properties of each group

are studied, a method for the separation of the group from other groups, and for the separation of the members of the group itself is given and illustrated by a number of analyses? After the bases have been thus studied, a somewhat similar method is followed with the acids. It is aimed to assign them a sufficient number of complete analyses to make clear both the theory and the practice of Qualitative Analysis.

MINERALOGY. The course in Mineralogy is assigned to the first semester of the Sophomore year. The method of instruction adopted is to give a brief course in Crystallography and the general physical properties of minerals. Following this is a course in Qualitative Blowpipe Analysis. The remainder of the time is spent in the determination of mineral species by means of their characteristic blowpipe and other reactions. Dana's "Manual of Mineralogy" is the text-book used.

ORGANIC CHEMISTRY. This course will be especially valuable to those students who contemplate entering the profession of medicine. The general relation of the carbon compounds is considered, typical analyses are made, and various derived products are produced in the Laboratory. Especial attention is given to the Methane and Ethane series, the carbohydrates, the derivatives of Hydrocarbons of the Benzene series and the Alkaloids. Six hours each week

throughout one semester are given to Laboratory and class-room work in this subject. Remsen's "Organic Chemistry" is used as a text-book.

JOHN M. PENICK.

MATHEMATICS.

Mathematics, considered as the science of exact relation, is divided into three branches: 1. Arithmetic. 2. Geometry. 3. Analysis

1. The subject of Arithmetic is so well understood as to require no explanation here.

2. Geometry has for its object the investigation of the properties and relations of magnitudes, by reasoning directly upon the magnitudes themselves or upon their pictorial representatives. The magnitudes, considered as this branch of mathematics, are simply *lines, surfaces, volumes and angles*.

Geometry is divided into two parts:

1. *Elementary Geometry*, which treats of those magnitudes whose elements are the right line and circle. It embraces all propositions relating to figures bounded by straight lines, circles, or portions of circles, together with the surfaces of the sphere, cylinder, and cone. It treats of the properties of all volumes bounded by plane faces, together with the three round bodies, the sphere, the cylinder and the cone.

An immediate application of this part of Geometry is to Plane Trigonometry, which treats of the relation between the sides and angles of plane triangles. It also embraces the construction of all problems, which can be performed by the aid of the circle and straight line alone.

2. *Higher Geometry* embraces all propositions appertaining to magnitudes, whose elements are more complex lines than the straight line and circle ; such as the Conic Sections, &c. It includes the solution of all geometrical problems, which cannot be solved by the circle and straight line.

3. Analysis embraces all that part of mathematics in which the quantities considered are represented by letters, and the operations to be performed are indicated by means of signs or conventional symbols. Analysis is generally treated of under the heads of *Algebra*, *Analytical Geometry* and *Calculus*.

1. Algebra investigates the relations and properties of numbers analytically. It consists of two parts : Elementary and Higher, or, as it is sometimes called, Transcendental Algebra.

Elementary Algebra investigates the methods and principles of performing what are called the ordinary operations of Algebra. It also embraces the investigation of the nature and properties of *algebraic* equations. Higher, or Transcendental Algebra treats of those quantities which cannot be expressed by a

finite number of algebraic terms. It also investigates the nature and properties of transcendental equations, that is, all equations which are not algebraic.

2. *Analytical Geometry* is that part of analysis which has for its object the analytical investigation of the properties and relations of geometrical magnitudes. It is divided into two parts—Determinate and Indeterminate. Determinate Geometry includes the entire subject of the application of algebra to the solution of geometrical problems. Indeterminate Geometry embraces those investigations in which the relations between the co-ordinates cannot be expressed by the ordinary operations of algebra. It discusses a great variety of curves, such as the cycloid, logarithmic curve, curve of sines, tangents, &c., spirals of all kinds, together with the corresponding surfaces of which these lines form elements.

3. Calculus is that branch of analysis which treats of Continuous Number, and is chiefly occupied in deducing the relations of the infinitesimal elements of such number from given relations between finite values, and the converse process, and also in pointing out the nature of such infinitesimals and the method of using them in mathematical investigation. It is divided into three principal parts—Differential Calculus, Integral Calculus, and the Calculus of Variations. Differential Calculus explains the relations which functions bear to certain derived functions,

called their differential co-efficients. It also explains the method of applying them in the discussions of the higher branches of Analytical Geometry, or in the various branches of Mathematical Philosophy. Integral Calculus shows how to pass from any function, regarded as a differential co-efficient, to the function from which it might have been derived. It also shows how the subject is applied in the investigations of Analytical Geometry and Physical Science. The Calculus of Variations is the highest branch of mathematics, and treats of the law of the forms of functions and explains the method of applying its principles to transcendental problems, and to the more complicated investigations of physical science.

Such is a rapid outline of the great divisions, and of the most important sub-divisions, of the science of mathematics.

The subject before us has engrossed the attention of both ancient and modern nations. There is not a day but its immense importance is felt. There is not a nation but would gradually sink and disappear were it not for its supporting influence. It forms the great corner-stone of the "Temple of Science," as well as the covering. It claims not only the humblest position, but the most exalted; it is not only the measurement of the summit of man's ambition, but of the depth of his degradation. Without a knowledge of quantity and numbers, the world would present a far

different aspect from what we now see. The groaning of the laboring engine and the clatter of machinery would never have grated on the wild man's ear. Still his bark hut would occupy the foundation of our noblest edifices. Commerce would have been banished from our waters, now whitened with the sails and adorned with the colors of all nations. Where now we see our workshops of all kinds, we should behold the forest oak as of old; beneath its shade would stroll the red man of the wilderness, and we, ourselves, should to-day be a race of savages.

It is an established fact that, where this science is most generally understood, there we find those individuals who are capable of discussing the momentous affairs pertaining to civilization. Why is this? simply because we cannot obtain any expertness in mathematical solutions or applications unless we understand the basis on which they rest—thus teaching us to begin at the very foundation of any intricate subject if we would understand it, which alone is the “Golden Rule” to success.

The art of reasoning, like other arts, can be perfected only by *long and vigorous exercise*—exercise that will *grind* the rust from our minds, wake up dormant faculties and make them “ten times faster glide than sunbeams.” Such discipline of the mind, and only such, can lead us into habits of fixed thought and earnest study. There is not much difficulty in fix-

ing the attention on any important point which pleases the fancy. This done, and we are prepared to search out with a good will the various parts and properties of any subject of thought ; then study becomes a pleasure and not a pain. We claim for mathematics this peculiar property. There is a fascination about it which causes the mind to seem at play with angles and figures. Every concentrated thought is but another link "taken up" in the perpetual chain of reasoning, which renders every following thought perfectly clear and plain by those which have gone before.

Such is the Science of Mathematics, by the use of which we bind the heavens and the earth in a network of calculations, and center in our minds those chords over which thoughts flash, and, with electrical rapidity, mount the dome of celestial and illuminated truth. *The Science* of Sciences ; that science which forms the very mind itself and fits it to grapple with the grandest thought ; that science which plows the seas, measures the earth and binds nations in commercial intercourse ; that science by which great and mighty discoveries are being made—discoveries that, like the obelisks and pyramids of Egypt, will stand monuments of our fame to succeeding generations—is the Science of Mathematics.

A. J. MCGLUMPHY.

SCHOOLS OF INSTRUCTION IN THE COLLEGE.

SCHOOL OF BIBLICAL INSTRUCTION.

DR. BLACK.

- I. Life of Christ.....I W. First Sem.
- II. Life of Christ.....I W. Second Sem.
- III. New Test. Greek.....I T. Prof. Grube, First Sem.
- IV. New Test. GreekI W. Prof. Grube, Second Sem.
- V. Life of PaulI S. First Sem.
- VI. Life of Paul.....I S. Second Sem.
- VII. Genesis and Science....I T. First Sem.
- VIII. Genesis and Science....I T. Second Sem.
- IX. Apologetics..... I Th. First Sem.
- X. Apologetics..... I Th. Second Sem.
- XI. Hebrew.2 First Sem.
- XII. Hebrew.....2 Second Sem.

I, II, III, IV, VII, VIII, IX, required for A. B. degree.

I, II, V, VI, VII, VIII, IX, X, required for Ph. B. degree.

I, II, IX, X, required for B. L. degree.

SCHOOL OF ENGLISH LANGUAGE AND LITERATURE.

PROF. PETERS.

- I. Rhetorical Style.....First Sem.
- II. Rhetorical Invention.....Second Sem.
- III. Elementary Anglo-Saxon.....First Sem.
- IV. Intermediate Anglo-Saxon.....Second Sem.
- V. Comparative Philology.....First Sem.
- VI. English Philology.....Second Sem.

- VII. Chaucer to Milton.....First Sem.
 VIII. Dryden to Tennyson.....Second Sem.
 IX. American Prose Fiction.....Second Sem.
 X. Early English.....First Sem.
 XI. Middle English.....Second Sem.
 XII. Advanced Anglo-Saxon, IFirst Sem.
 XIII. Advanced Anglo-Saxon, II.....Second Sem.
 XIV. Shakespeare's Dramatic Art.....First Sem.
 XV. History of English Prose Fiction.....Second Sem.
 XVI. Seminary.

I, II, III, IV, V, VI, VII, VIII, required for A. B. and Ph. B. degrees ; I, II, VII, VIII, required for B. L. degree.

An extra fee of \$10.00 each will be required for courses X, XI, XII and XIII.

SCHOOL OF PHILOSOPHY.

PROF. MCGINNIS.

- I. Psychology. }4 First Sem.
 II. Logic. }
 III. Ethics. }2 Second Sem.
 IV. Æsthetics. }
 V. Metaphysics }4 Second Sem.
 VI. Theism. }

All courses required for A. B. and Ph. B degrees. I, II, III, IV, required for B. L. degree.

SCHOOL OF SOCIOLOGY.

DR GALLOWAY.

- I. Sociology.....2 First Sem.
 II. Economics.....2 Second Sem.
 III. International Law.....2 Second Sem

I and II required in all courses.

SCHOOL OF HISTORY.

MISS ORR.

- I. History England.....2 First Sem.
- II. History England2 Second Sem.
- III. Constitutional History2 First Sem.
- IV. History Civilization2 Second Sem.

I and II, required for A. B., Ph. B., and B. L. degrees.

SCHOOL OF ELOCUTION.

MISS ORR.

- I. Advanced Elocution.....2 First Sem.
- II. Advanced Elocution.....2 Second Sem.
- III. Shakespearean Readings.....1 First Sem.
- IV. Shakespearean Readings1 Second Sem.

I and II, required for A. B., Ph. B., or B. L. degree.

SCHOOL OF LATIN.

PROF. MCGINNIS AND MISS THORP.

- I. Livy.....3 First Sem.
- II. Horace3 Second Sem.
- III. Plautus, Terence.....2 First Sem.
- IV. Tacitus2 Second Sem.
- V. Tusculan Disp.....2 First Sem.
- VI. Juvenal2 Second Sem.
- VII. Latin Literature1 First Sem.

I, II and VII, required for A. B., Ph. B., and B. L. degrees
 III, IV, V, VI, are required also for A. B. and Ph. B., unless
 an equal number of hours in ether French or German or
 Greek be substituted.

SCHOOL OF GREEK.

PROF GRUBE.

- | | | | |
|-------|----------------------------|---|-------------|
| I. | Herodotus..... | 3 | First Sem. |
| II. | Phaedo | 3 | Second Sem. |
| III. | Demosthenes de Corona..... | 2 | First Sem. |
| IV. | Œdipus Tyrannus..... | 2 | Second Sem. |
| V. | Æschylus | 2 | First Sem. |
| VI. | Aristotle Nicho. Eth | 2 | Second Sem. |
| VII. | Greek Literature | 1 | Second Sem. |
| VIII. | New Testament | 1 | First Sem. |
| IX. | New Testament..... | 1 | Second Sem. |

I, II, VII, VIII and IX are required for A. B. degree. III, IV, V, and VI are required also, unless an equal number of hours in either German, French or Latin be substituted.

SCHOOL OF FRENCH.

PROF. GRUBE.

- | | | | |
|------|------------------------|---|-------------|
| I. | Grammar | 2 | First Sem. |
| II. | Grammar, Reader..... | 2 | Second Sem. |
| III. | French Classics..... | 2 | First Sem. |
| IV. | French Classics..... | 2 | Second Sem. |
| V. | French Literature..... | 1 | First Sem. |

I, II, III, IV, V, required for the Ph. B. degree. Elective for A. B. and B. L. degrees.

SCHOOL OF GERMAN.

PROF MCGINNIS.

- | | | | |
|------|------------------------|---|-------------|
| I. | Grammar..... | 2 | First Sem. |
| II. | Grammar, Reader..... | 2 | Second Sem. |
| III. | German Classics..... | 2 | First Sem. |
| IV. | German Classics..... | 2 | Second Sem. |
| V. | German Literature..... | 1 | Second Sem. |

I, II, III, IV, V required for the Ph. B. degree. Elective for A. B. and B. L. degrees.

SCHOOL OF NATURAL HISTORY

DR. GALLOWAY.

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|------------------------------------|---|-------------|
| I. General Biology..... | 3 | First Sem. |
| II. General Biology..... | 3 | Second Sem. |
| III. Zoology..... | 3 | First Sem. |
| IV. Botany..... | 2 | Second Sem. |
| V. Comparative Physiology..... | 2 | Second Sem. |
| VI. Geology..... | 3 | Second Sem. |
| VII. Meteorology..... | 2 | First Sem. |
| VIII. Comp. Anat. Vertebrates..... | 4 | First Sem. |
| IX. Comp. Anat. Vertebrates..... | 4 | Second Sem. |
| X. Cryptogamic Botany..... | 4 | First Sem. |
| XI. Cryptogamic Botany..... | 4 | Second Sem. |

Comparative Anatomy and Cryptogamic Botany are given on alternate years.

I, II, V, VI, and III or IV required for the A. B. and Ph. B. degrees. I, II, V, VI, required for the B. L. degree. Two hours additional laboratory work required in connection with courses III. and IV.

SCHOOL OF CHEMISTRY AND PHYSICS.

PROF. PENICK.

- | | | |
|--------------------------------|---|-------------|
| I. General Chemistry..... | 4 | First Sem. |
| II. Qualitative Analysis..... | 4 | Second Sem. |
| III. Mineralogy..... | 2 | First Sem. |
| IV. Mechanics..... | 4 | First Sem. |
| V. Advanced Physics..... | 4 | Second Sem. |
| VI. Quantitative Analysis..... | 4 | First Sem. |
| VII. Organic Chemistry..... | 4 | Second Sem. |

I, III, and VII required for A. B. and Ph. B. degrees. I, required for B. L. degree. Courses VI and VII of School of Chemistry and Courses IX and X of the School of Mathematics are given on alternate years. An extra fee of \$10 required from those taking Courses II and VI.

SCHOOL OF MATHEMATICS

DR. MCGLUMPBY AND PROF. PENICK.

I.	Trigonometry.....	4	First Sem.
II.	Surveying	4	Second Sem.
III.	University Algebra.....	3	First Sem.
IV.	University Algebra.....	3	Second Sem.
V	Analytical Geometry.....	3	First Sem.
VI.	Calculus	3	Second Sem.
VII.	Astronomy.....	2	First Sem.
VIII.	Astronomy	2	Second Sem.
IX.	Civil Engineering.....	4	First Sem.
X.	Civil Engineering	4	Second Sem.

I, III, IV, V, VII, VIII, required for the A. B. and Ph. B. degrees. I, VII, VIII required for the B. L. degree. Courses IX and X of the School of Mathematics and courses VI and VII of the School of Chemistry are given on alternate years.

SCHOOL OF MUSIC.

PROF. PLACE.

I.	Sight Singing.....	I	First Sem.
II.	Sight Singing.....	I	Second Sem.
III.	Orpheus Club.....	I	First Sem.
IV.	Orpheus Club.....	I	Second Sem.
V.	Harmony.....	I	First Sem.
VI.	Harmony.....	I	Second Sem.

I and II optional by all students free of expense, provided at least *ten* students apply for the same. III and IV optional by such students as are sufficiently proficient in voice culture. V and VI may be taken at \$5 a term, provided a class of not less than *five* is organized.

THE CLASSICAL COURSE (A. B.).

The conditions for graduation with the degree of "Bachelor of Arts," are the completion of *ninety-nine hours* of required work and *twenty-seven* hours of elective work, making a total of *one hundred and twenty-six* hours work, per week for one semester, on the terms specified under the various schools. The basis of the estimate is *one* semester of twenty weeks. The average work done by a student is sixteen hours a week. This does not include, however, the hours in the laboratory, as the time so spent is *study* rather than *recitation*. At the rate of sixteen hours work per week per semester the course would be completed easily in eight semesters, or four years. An exceptionally able student might accomplish eighteen hours work per week, and thereby finish his course in three and a half years. As a rule, we do not recommend any student to take more than sixteen hours' work per week. No student will be allowed to take more than this amount of work except by vote of the faculty.

The Freshman Class.—Students who are in the act of completing *thirty-two* hours' work as prescribed will be entitled to standing as Freshmen.

Sophomore Class.—Students who are in the act of completing sixty-four hours' work as prescribed will be entitled to standing as Sophomores.

The Junior Class.—Students who are in the act of completing ninety-six hours of prescribed work will be entitled to standing as Juniors.

The Senior Class —Students who are in the act of completing one hundred and twenty-six hours of prescribed work will be entitled to standing as Seniors.

Advanced Standing.—Students who have been in attendance at any of the colleges represented in the Cumberland Presbyterian Inter-College Association, or in the Missouri College Union, or at any institution of like grade, will be admitted to advanced classes on the following conditions: (1) Provided they furnish properl accredited grades from such colleges as to the number of hours completed on specified subjects; and (2) provided they are properly accredited morally. All other students will be examined on such subjects as they wish credit for.

Graduates in Arts.—Students who have completed one hundred and twenty-six hours of prescribed work in the College, having passed all examinations successfully, and who pay ten dollars into the treasury of the College, will be entitled to graduation with the degree of Bachelor of Arts, and will receive the diploma of the College to that effect.

THE PHILOSOPHICAL COURSE (PH. B).

The conditions for graduation with the degree of "Bachelor of Philosophy" are the completion of *one hundred and ten hours* of required work and *twenty-*

four hours of elective work, making a total of *one hundred and thirty-four hours* of work per week for one semester, on the terms specified under the various schools.

The completion of thirty-four hours' work entitles the student to standing as a *Freshman*; sixty-eight hours a *Sophomore*; one hundred and two hours, a *Junior*, and one hundred and thirty-four hours a *Senior*.

The conditions for advanced standing and for graduation are the same as in the Classical Course, to which the student is referred for further information.

THE ENGLISH COURSE (B. L.).

Those who teach in the public schools will find this course specially valuable, as it will fit them thoroughly for any high school work. The conditions for graduation with the degree of "Bachelor of Letters" are the completion of *sixty-four hours* of RECOMMENDED work. A good deal of liberty will be allowed, but no study will be admitted as a part of this course except it be taken with the consent of the faculty.

Students who complete *thirty-two hours* of work in this course will receive *Freshman* standing.

Students who complete *sixty-two hours* of work in this course, and who pay ten dollars into the treasury of the College will be graduated with the degree of Bachelor of Letters.

CLASS HONORS.

It is the universal custom in colleges to award special honors to specially gifted and specially faithful students. "First Honors" in the Senior Class giving the right to the Valedictory on Commencement day, and "Second Honors," entitling to the Salutatory address. This is frequently unsatisfactory as only *one* can be accorded "first honors" and only *one* "second honors." Where natural gifts and class work have been nearly equal, the awards are very arbitrary and often unjust. It is proposed in this College to give all an equal opportunity. The basis of the awards will be the *grades* of the students, for the *whole year*, in *recitation* and *deportment*. Students, whose *average* grade lies between 75 and 90 will be awarded *Cum Laude* rank. Those whose average grade lies between 90 and 96 will be awarded *Magna Cum Laude* rank, "Second Honors." Those whose average grade ranks above 96 will be awarded *Summa Cum Laude* rank, "First Honors." This places every student upon his record, and discriminates against none—all the members of the class may obtain first honors, if all strive for it and are successful in their deportment and work. These awards are made at the close of each year in June to all

classes in the College, Freshman, Sophomore, Junior and Senior; and also in the Senior class in the Academy.

In the general class grading a somewhat different method prevails. Students, with respect to the merit of individual studies, are divided into five classes; and they receive their reports, not by decimals, but by classes. 97-100 is Class 1; 92-96 is Class 2; 85-91 is Class 3; 75-84 is Class 4, 0-74 is Class 5. The last is the class of failures.

COLLEGE CONFERENCES.

In addition to the regular class-room and other work done by faculty and students for the helping of the latter it has been arranged to have a series of talks by representative men upon the various phases of the different professions and other topics calculated to assist them in the choice of a life work. The following is the list of speakers and topics agreed upon by the committee which has the matter in charge, the greater number of which have already been presented to the students:

"The Law as a Profession"—Hon. Samuel Davis.

"Banking"—A. S. Van Anglen, Esq.

"Farming and Farmers"—Leverett Leonard, Esq.

"The Practice of Medicine"—Dr. D. C. Gore.

"Preparation for Public School Teaching"—Prof. R. M. Emberson.

"Student Life in Paris"—Prof. Edward Brandon.

"College Teaching"—Prof. Albert McGinnis.

"The Ministry as Presenting a Career to Young Men"—Elder H. D. Smith.

"Teaching of English"—Prof. R. J. Peters.

SPECIAL ADDRESSES TO YOUNG LADIES.

"Literature As a Profession"—Miss Pauline Stone.

"When I Was a Girl"—Mrs. Patterson.

"A Day in Ayreshire"—Mrs. Robt. Campbell.

"A Study in Manners"—Mrs. Dr. McGlumphy.

PRIZES.

THE JOHN C. COBB PRIZES FOR BIBLE READING.

1. The object of the contest for this prize is to cultivate familiarity with the Bible and readiness in handling it. The prize is offered by John C. Cobb, Esq., of Odessa, Mo.

2. The awards are to be made by a competent committee selected for the purpose.

3. The awards consist of two prizes ; one of \$15 to be awarded the best contestant ; and one of \$10 to be awarded the second best contestant.

4. The conditions of the contest are as follows :

(1) Each contestant must show facility in finding references.

(2) Coolness and self-control during the exercises.

(3) Aptness of interpretation by reading.

(4) Good elocution in reading.

(5) Must own the Bible he uses.

(6) Proper method of announcing references.

THE O. M. FRY MEDALS FOR ELOCUTION.

1. Two gold medals are offered by O. M. Fry, Esq., of Louisiana, Mo., for the first and second

best in an elocutionary recital to be given in the Chapel June 2, 1895.

2. Recitations, Readings or Declamations may be presented.

3. Points of criticism in determining awards.

(1) Conception.

(2) Ease of manner.

(3) Grace of gesture.

(4) Culture of voice.

(5) Articulation.

GREEK EXAMINATION PRIZE.

A gold medal is offered to the Academic Senior who makes the best record in the *Iliad*, *Prose Composition*, and *Grecian History*. The following points will be considered :

1. The term grade.

2. The final examination.

3. General work.

PRIZE FOR ORATORY.

James E. Ritchey, Esq., of Sedalia, Mo., offers a cash prize of *one hundred dollars* to the student of Missouri Valley College who will take first honors in Inter-Collegiate Oratorical Contest. This will be in addition to the regular award of the Inter-Collegiate Oratorical Association. It applies only to the students of Missouri Valley College.

PRIZE FOR SOCIOLOGICAL ESSAY.

A friend of the college, himself an enthusiastic student of sociology, offers a gold medal for the best essay on some sociological subject. At least three students must enter the contest in order to secure the award. Wide liberty is allowed in the choice of topics.

GENERAL INFORMATION.

COLLEGE EQUIPMENT.

The building is entirely finished and furnished, so that students have very superior advantages. The

CHEMICAL LABORATORY

has a fine stock of apparatus in a room on the third floor, specially devoted to this purpose. Chemicals and instruments are furnished for the use of the students in their work and every facility is afforded for acquiring a practical knowledge of the subject through actual experiment. Across the corridor is a similar apartment fitted up with

PHYSICAL APPARATUS

for the use of students in illustrating and mastering the problems and facts of physics. Dynamics, Acoustics, Heat, Light and Electricity can here be studied by actual experiment. On the second floor is the elegant suite of rooms constituting

THE MUSEUMS,

which are supplied with proper furniture for the practical study of biological subjects, so that students have excellent facilities. Special provision is made for microscopic work several fine German microscopes having been imported for this purpose.

THE GYMNASIA,

of which there is one for ladies and one for gentlemen, both situated on the first floor, are fitted up with a sufficient variety of apparatus to afford all forms of needed exercise. Dumb bells, Indian clubs, wands, wall-machines, trapezes, traveling rings, horizontal bars, quarter-circle, etc., constitute the equipment. The gymnasia are comfortably warmed and well lighted and ventilated.

THE COLLEGE LIBRARY.

Here may be found the leading literary, scientific, religious and professional magazines of the day. In addition the Library contains about 1.700 valuable volumes, besides a large number of rare pamphlets. At suitable hours these are open daily to all students of the College and Academy. Special Music and Art students also may avail themselves of the advantage of the Library by paying the regular fees.

THE CAMPUS

is spacious and is adorned with about 1,200 evergreen and deciduous trees. The Horticulture Society had its landscape gardener to visit Marshall for the purpose of making a suitable design for the planting, and then the Secretary, L. A. Goodman, Esq., came and personally superintended the work on Arbor Day in 1891.

Ample provision has been made for all forms of

ATHLETIC SPORTS,

such as base ball, foot ball, lawn-tennis, running and leaping. These are encouraged by the Faculty for the sake of the physical culture of the students.

THE LITERARY SOCIETIES,

of which there are three—the PEARSONIAN, the HOXONIAN, and the BAIRDEAN—have beautiful halls on the third floor, which they have furnished most handsomely and conveniently, and at large expense. The membership in each is composed of both sexes, this mingling of the sexes being found decidedly advantageous, both in regard to the order and the efficiency of the societies.

SOCIAL LIFE.

The student's intercourse with his fellows is under the supervision of the Faculty. Regard is had for the needs of the social nature, but the mingling

of the sexes is guarded so as to prevent unwise intimacies and loss of time from study. Most of the students being absent from home, the College authorities take the place of parents so far as possible.

RELIGIOUS LIFE.

Each student is required to attend Sabbath School and Divine Service once every Sabbath. Failing to attend, he must provide an excuse from the President at roll call on Tuesday.

In addition to this requirement, the first hour's recitation is opened each day with prayer by the members of the Faculty in their separate rooms; and at noon all students assemble in the Chapel for public worship. Attendance upon Chapel exercise is required.

There are Y. M. C. A. and Y. W. C. A. organizations among the students, holding daily meetings and well attended. They have a spacious room, handsomely furnished by themselves, and dedicated to the Association purposes.

The Young Preachers' Association meets once a week and is decidedly helpful to those looking toward the ministry.

An excellent organization of the King's Daughters exists among the young ladies and is doing a most effective work.

The Student Volunteers have an organization

also, the mission of which is to foster the foreign missionary spirit among the students.

Several efficient Bible Classes have been carried on through the year.

LOCATION.

The College is beautifully located on a commanding eminence, at the city of Marshall, which is the capital of Saline county. The soil in this county is noted for its productiveness and the inhabitants are distinguished for their thrift. The climate is exceptionally healthful, the air being pure and stimulating. The mean annual temperature, as reported in the tenth census, is 50-55 degrees, the same as Pittsburg, Philadelphia and New York. This is five degrees cooler than the mean annual temperature of St. Louis, Louisville and Washington. The annual rainfall is 35-40 inches, five inches less than that of St. Louis, Philadelphia and New York. Putting these two facts together, it is at once seen that the climate of Marshall is as delightful and healthful as could be desired. In fact, in point of climate, it is equal to the great health resorts of the country, and, in point of beauty of landscape, it is second to none.

EXPENSES.

It has been the object of the Board of Trustees to place the advantages of higher education within

the reach of all; they have, therefore, put the tuition at very low figures, it being \$25 in the Academy, \$30 in the Freshman and Sophomore classes in the College, and \$40 in the Junior and Senior classes in the College. Students in the English course pay \$30 for the first and \$40 for the second year.

Boarding can be obtained in good families in the city of Marshall at \$2.25 to \$3.50 per week, including furnished room, fuel and light. Laundry will cost from 50 cents to \$1.00 per month.

BOARDING CLUB.

The M. V. C. Boarding Club was organized June 6, 1893, with a membership of nine. During the last school year the entire expense for board, lodging, washing, everything, did not exceed two dollars and twenty cents (\$2.20) per week. Thirty-one students have taken advantage of the club during the year. The order is good because the rules are strictly enforced. Study hours are regular. Religious exercises held daily. Initiation fee, three dollars.

ESTIMATE OF EXPENSES.

	Lowest.	Highest.
*Tuition, 40 weeks.....	\$ 25 00	\$ 40 00
Boarding, 40 weeks.....	90 00	140 00
Laundry, 40 weeks.....	5 00	10 00
Fees, Laboratory, Library, etc., 40 weeks	6 00	6 00
Books, 40 weeks.....	5 00	15 00
Total expenses per year.....	\$131 00	\$211 00

Candidates for the ministry and the children of *pastors* are not charged for tuition, but are required to pay the usual matriculation fees. Candidates must furnish certificates from the stated clerks of their Presbyteries as to their standing.

All tuitions and fees must be paid in advance. Students are not admitted to recitation until they produce the treasurer's receipt. In case of necessity students will be allowed to divide the tuition and fees, and pay for but one semester at a time.

A WORD TO PARENTS AND GUARDIANS.

With great emphasis we urge all who send their children to us to be careful about giving them too much pocket money or too great liberties in contracting debts. And they ought to be carefully instructed as to the value and economical use of money. We

*See page 102 for tuition in music and page 104 for tuition in art and page 34 for special instruction in elocution.

sometimes have students with a very slight comprehension of economy who, to the disgust of their friends at home, squander with an indiscretion that surprises everybody concerned. There is hardly a thing or scarcely a vice that so fatally interferes with study as the lavish and careless spending of cash by students at school. We are certain that we can not do those who are at school and those who send their children here a greater favor than to bring this important matter to their notice and to beg of them both for their own profit and for the better training of the pupils in habits of economy, that they give special attention to this suggestion.

ACCESSIBILITY.

Marshall is accessible from all parts of the country via the Chicago and Alton R. R. , or via the Missouri Pacific R. R. It is on the main line of the C. & A. R. R., and on the Boonville Branch of the Missouri Pacific R. R. These with their connections furnish ample conveniences for reaching Missouri Valley College from all portions of the world. Consult the nearest railroad ticket agent and he will give you all necessary information.

GOVERNMENT.

The faculty will aim to exercise a parental and moral supervision over the conduct and character of the students. The latter will be held responsible for proper deportment, a decorous intercourse among themselves, a respectful treatment of their officers, a faithful observance of the hours appointed for study, and a punctual attendance upon all prescribed exercises of the College. Leave of absence will be granted in extreme cases before the close of the term, but only by permission of the faculty. Parents and guardians are earnestly requested to confer with the faculty before hand, and to expect such leave only in cases of extreme necessity.

In harmony with the above requirements, the following things are positively forbidden: All disorder in rooms for study, or in the College building; absence from recitation or other enjoined exercises without previous permission or sufficient excuse thereafter; communication during prayer, recitation or other exercise; social visiting during study hours; all association of the *sexes* except at prescribed periods; injury to College property; the use of intoxicating drinks; the use of tobacco on College premises; all offensive or indecent language or behavior; playing at billiards, cards or other games of

chance ; visiting saloons ; the desecration of the Sabbath and all other things inconsistent with the utmost propriety of conduct, and, therefore, adverse to the most successful improvement of the students, intellectually and morally.

The literary and other societies of the College are under the control of the faculty. No secret organization will be allowed among the students. No public entertainments shall be given by any society without permission from the faculty, and when such permission is granted all the exercises intended for any entertainment shall be presented to the faculty for its approval as to matter and program before their public delivery. No one who is not in regular attendance at the College can be a member of the literary societies, or take part in the literary exercises of the same. The following pledge will be exacted of each student as a condition of entrance to the College :

I, the undersigned, as a condition of admission as a student in the Missouri Valley College, do hereby declare and promise, upon my honor and without mental reservation, that I will not join as a member or attend the meetings of any secret literary or social organization, unless the same has been first approved by the Faculty of Missouri Valley College.

The penalty for the violation of the rules of the College shall be such as the faculty may see fit to inflict.

THE SCHOOL OF MUSIC.

WHY STUDY MUSIC?

Music is so generally studied in this day of art culture, that it seems superfluous, to a certain extent, to mention any of the reasons why it should be studied. But, in some sections of our country music is never studied, in others to a limited extent only. So, for the sake of those who live far from the center where music is taught, as a regular part of a student's course; and for those who have never had a suitable opportunity to avail themselves of the pleasures and profits to be gained from this most delightful of the arts, I will give a few reasons why such a course should be pursued.

First, musical sentiment is second only to religious sentiment and, in fact, is part of it. Music came from the church and was used, in the first place, only in the services of the church. It is quite natural to be religious and musical, as one is part of the other; newly converted persons to the Christian faith, involuntarily wish to express their joy and gratefulness, in songs of praise to their Maker. Beethoven, in his piano sonatas and symphonies for orchestra, was under lofty religious inspiration when he composed them, as he himself testified. Persons who practice playing of these wonderful tone productions, and those who habitually hear them, all agree that the effect on them is one of deep solemnity.

Some people have gone so far as to worship music, and especially Beethoven and his compositions. Richard Wagner has been called a prophet because of his music drama "Parsifal." On hearing this masterpiece one is impressed with the triumph of the pure and good and the down-fall of the wicked. Handel, it is said, when he was composing parts of his oratorio, "The Messiah," became so impressed with the fervor of the musical sentiment, that he broke down with weeping.

Second, it is refining and elevating. One cannot study the themes of the master minds very long, before a feeling of pleasure steals over him. At each study period this sensation is felt sooner than before, as the new beauties unfold themselves gradually. This brings on a finer discriminating power and a sense of elevation—the mastery of any subject brings with it elevation in thought. In music all this is especially true, and further, a sense of extreme pleasure is connected with it, arising from sensations produced on the brain through the channel of the ear. This is not true of any other study, or art, theoretical or practical. In the arts of painting, sculpture and poetry, the taste and judgment is formed from impressions, mostly gained through the medium of sight. In theoretical and practical or experiment studies the thoughts are led on from an eye-reasoning standpoint. But music, in a demonstrative way, is

the only study that cultivates the intellect and develops the understanding through the sense of hearing. When taken practically, it also imparts a soothing and restful effect to both performer and listener, so different from all other lines of study. For illustrations of this kind of music one has only to hear selections from Mendelssohn's Songs Without Words, Schumann's Forest Scenes, op. 82 and Night Pieces, op. 23, Schubert's beautiful Serenade in D minor, or the nocturnes of Chopin. Music when sung in large choruses, played by orchestras and bands, or with the combined forces of both vocal and instrumental bodies, has an electrifying, soul-stirring and grand effect. In the times of King David, "the sweet singer of Israel," the power and influence of chorus singing were well known. The psalms were composed for hundreds of men and women singers and players on instruments, all for the service of the church.

Third, as a science it is deep. The problems requiring as much concentration for their solution, as any study in mathematics. This concentration not only deals with the powers of reason, but goes further, requiring the student to think musical tones alone and in combination with others. Because of this great developing power, Yale University has recently erected a building devoted solely to the purpose of studying the scientific aspect of music. To study music either in a theoretical or demonstrative

way, "is to quicken the preceptions and awaken the nervous energy. The late Professor Karl Merz puts it beautifully when he says, "Music is a means of culture; it is one of the greatest and, perhaps, greatest factor in human civilization. Not until men shall use the art with a spirit of reverence will it exercise those powers for which it is designed. The present generation of philosophers and teachers are only beginning to search for the real meaning and explanation of art, and they have not advanced sufficiently to answer even these simple questions: What is music? Wherein consists its great power?"

Fourth, when especially taken in a demonstrative way, as in the study of vocal culture and singing, organ and piano-playing, it then becomes of great social importance. Many a young man and woman has been helped to a higher social level, to form friends of a more influential character and finally to a life position, purely because of cultivated musical talent. For the home circle what is more pleasing than to be able to sing or play a fine solo or play an accompaniment for others to sing with. It makes home brighter and is one of the pleasures that all, as a rule, can participate in. A young lady or gentleman who can neither sing, play, nor talk about music is, generally speaking, a social outcast. Even as far back as Dante, music was considered worthy of study and an art from God. In his "Divinia Comedia" he says:

"So that your art
Deserves the name of second in descent
From God."

EDGAR S. PLACE.

THE SCHOOL OF MUSIC.

PIPE ORGAN,	PIANO,
CABINET ORGAN,	VOICE,
HISTORY OF MUSIC,	VIOLIN,
THEORY OF MUSIC,	GUITAR.

COURSE ON PIPE ORGAN.

Owing to the growth and popularity of the Music School, and the demand for a higher and more extended course in organ playing, it has been decided to make this department equal to any other similar department in the East, and superior to all organ schools in the West, except, possibly, two or three in the large cities.

Accordingly, a carefully graded course of studies and pieces, covering six grades for the pipe organ, has been prepared and a beautiful Three-Thousand-Dollar Johnson Pipe Organ purchased.

This instrument is eighteen feet in height, fourteen feet in depth and thirteen in width. Case of antique oak with front display pipes beautifully decorated in gold bronze.

It has two manuals, full pedal clavier and balanced swell.

There are twenty-six stops in all, as follows :

GREAT ORGAN.

- 1 Clarionet (Reed)8 foot pitch.
- 2 Fifteenth.....2 foot pitch.
- 3 Twelfth2 2-3 foot pitch.
- 4 Octave.....4 foot pitch.
- 5 Cheminee Flute4 foot pitch.
- 6 Melodia8 foot pitch.
- 7 Dulciana8 foot pitch.
- 8 Stopped Diapason Bass8 foot pitch.
- 9 Open Diapason.....8 foot pitch.

SWELL ORGAN.

- 10 Oboe (Reed).....8 foot pitch.
- 11 Bassoon (Reed).....8 foot pitch.
- 12 Piccolo2 foot pitch.
- 13 Violin4 foot pitch.
- 14 Stopped Diapason Treble8 foot pitch.
- 15 Stopped Diapason Bass.....8 foot pitch.
- 16 Salicional8 foot pitch.
- 17 Open Diapason8 foot pitch.
- 18 Bourbon Treble16 foot pitch.
- 19 Bourbon Bass16 foot pitch.

PEDAL ORGAN.

- 20 Double Open Diapason.....16 foot pitch.

MECHANICALS.

- | | |
|--------------------|--------------------|
| 21 Tremblant. | 24 Great to Pedal. |
| 22 Swell to Great. | 25 Bellows Signal. |
| 23 Swell to Pedal. | 26 Pedal Check. |

There are eight hundred and thirty-five (835) speaking pipes in all, varying from three-quarters of an inch to sixteen feet in length.

Students may begin the study of the pipe organ after having completed two grades of the Piano Course and show sufficient mental concentration to cope with the difficulties afforded by so large an instrument.

New students wishing to study the pipe organ will be required to show proficiency in reading music; good evidence of at least one year's study of piano-technic and a fair mental control while at the keys.

It is advisable that all students should study the piano and organ together. By this plan lightness of execution is insured and the hand is protected from a general stiffening of the muscles, which is likely to appear when the organ is studied alone.

To give an idea of the nature and value of the Organ Course, a few names only, of the writers have been given in each grade. Persons acquainted with the literature for the pipe-organ will recognize the names of the greatest composers and organists of all time.

SCHOOL OF MUSIC.

CLASS.	COLLEGE COURSE.—PIPE-ORGAN.
FRESHMAN.	Short Preludes and Fugues From Bach. Studies From Rinck. Pieces From Merkel, Guilmont, Best, and Other Modern Writers.
SOPHOMORE.	Studies From Rinck Continued. Selections From Lemmen's Organ School. Selections From Organ School, by Sparks. Pieces From the Masters.
JUNIOR.	Preludes and Fugues from Mendelssohn and Bach. Sonatas From Rheinberger and Others.
SENIOR.	Sonatas From Bach. Pieces and Sonatas From Buck, Best, Thiele, Widor, and others of equal standing as writers for the Organ.
GRADE.	SEMINARY COURSE.—PIPE ORGAN.
PREPARATORY.	Preparatory and First Grade of Seminary Course for Piano.
I.	Studies and Pieces From Whiting, Dunham and Archer.

SCHOOL OF MUSIC.—(Continued.)

CLASS	SEMINARY COURSE—PIPE ORGAN.—(Continued)
II.	Studies From Whiting, Buck, Rinck, Ritter and Schneider.
III.	Studies From Rinck, Short Preludes and Fugues From Bach. Pieces From Best, Merkel, Guilmont, and other Modern Writers.

COURSE IN VOCAL INSTRUCTION.

Specially written exercises to meet the requirements of each individual student will be given in Voice-Placing, Touch, and the Study of Resonance. Artistic deep breathing will also be studied. First, with a view of supporting the voice properly, and secondly, from a health stand point, to develop the chest to its fullest extent without strain, thus insuring a greater hold on life. In all cases where the chest is narrow, small or sunken, a special course of breathing exercises will be taken up from the beginning.

The regular course will include studies in Interval Singing, Scale Singing (diatonic) in many ways, Portomento, Broken-Chords, major, minor, diminished and arpeggios on the same, Chromatic Scale alone and in connections with broken-chords and

diatonic scale, preparatory Trill and Trill Studies, lessons in all grades of movement from Adagio to Presto, the voice in Forte, Decresendo, Piano and Cresendo singing, "Messa di Voce," Correct Vowel forms of Mouth, Legato and Staccato.

Many of our great master teachers have contributed valuable books of vocalises, illustrating each of the above subjects, selections from which will be made at various times to suit the progress of the student.

Graded solos from easy ballads to the difficult arias by the classical writers of the old school will be used. Also, that the student may become familiar with the good in modern music, the works of Lassen, Meyer-Helmund, Greig, Gounod, Saint-Saens, Godard, Strelezki, Mosenthal, Buck, Chadwick and Paine are included in the course.

Correct pronunciation of the English language and interpretation will be taken up as soon as the student can sing a clear ringing tone with free open throat, using the vowels with a few consonant combinations.

All students are expected to complete the study of two books in each grade or their equivalent.

SCHOOL OF MUSIC.

CLASS.	COLLEGE COURSE.—VOICE.
FRESHMAN.	<p>Concone, J. Opus 9. Complete.</p> <p>Lutgen, B. 25 Melodic Solfeggio from Beethoven, Mozart, etc.</p> <p>Panofka. Opus 85, book 2.</p> <p>Schubert, L. Vocal Studies in Song Form, book 1.</p> <p>Schubert, L. Hand-book of Vocal Technic.</p> <p>Sieber, F. 30 Short Studies in Agility.</p> <p>Hauptner, Th. Vocal Culture.</p> <p>Bordogni, M. 24 New Vocalises, complete.</p> <p>Selected pieces suited to the grade.</p>
SOPHOMORE.	<p>Bordogni, M. 36 Vocalises, book 1.</p> <p>Bordogni, M. 12 New Vocalises, Italian Words.</p> <p>Castelli. 38 Vocalises, book 1.</p> <p>Concone, J. Opus 11. Selections.</p> <p>Schubert, L. Special Studies.</p> <p>Schubert, L. Studies in Song-Form, book 2.</p> <p>Hauptner's Vocal Culture, continued.</p> <p>Selected pieces suited to the grade.</p>
JUNIOR.	<p>Bordogni, M. 36 Vocalises, book 2.</p> <p>Castelli. 30 Vocalises, book 2.</p> <p>Concone, J. Opus 11, continued.</p> <p>Delle Sedie, E. Vocal Art or Aesthetics of the Art of Singing. Selections.</p> <p>Panofka, H. Opus 86, book 1.</p> <p>Schubert, L. Special Studies, continued.</p> <p>Sieber, F. Opus 78.</p> <p>Selected pieces and arias.</p>
SENIOR.	<p>Concone, J. Opus 12.</p> <p>Delle Sedie, E. Aesthetics, Selections.</p> <p>Panofka, H. Opus 86, book 2.</p> <p>Sieber, F. Opus 129.</p> <p>Oratorio and Operatic arias.</p>

SCHOOL OF MUSIC—(Continued.)

GRADE.	SEMINARY COURSE.—VOICE.
PREPARATORY.	One Semester of Sight-Singing or its equivalent. For those who find speech sounds difficult Elementary Elocution is recommended.
I.	Abt, F. Vocal Tutor, Vol. 1. Bonaldi, F. Vocal Studies. Concone, J. School of Sight-Singing. Selected pieces suited to the grade.
II.	Abt, F. Vocal Tutor, Vol. 2. Concone, J. 35 Singing Lessons. Hauptner, Th. Vocal Culture This work is used throughout the course. Panofka. Opus 85, 24 Progressive Vocalises. Sieber, F. Opus 92, Eight Measure Vocalises Selected pieces.
III.	Concone, J. Opus 9. Lutgen, B. 25 Melodic Solfeggio from Bee- thoven, Mozart, etc. Panofka. Opus 85, book 2. Schubert, L. Vocal Studies in Song-Form book 1. Schubert, L. Hand-book of Vocal Technic Sieber, F. 30 Short Studies in Agility. Bordogni, M. 24 New Vocalises. Selected pieces.

NOTE.—While the above courses have been especially prepared for soprano voice, there are ten other fully graded courses, two to each of the following voices: Mezzo Soprano, Contralto, Tenor, Baritone and Bass.

VIOLIN COURSE.

Of all instruments that have the sustained tone, probably the violin holds the first place in popular favor. The fine and penetrating quality of tone makes it the best of the string family to interpret the many different styles in music. One-half of the instruments in the modern orchestra are strings. In our large cities, not only the young men, but the ladies study the violin as an instrument for home use. In New York and Boston there are orchestras composed wholly of ladies who play instruments of the string family only.

In Missouri the people are not behind those of other States in securing all that is good for the culture of her sons and daughters. During the past few years there have been many calls for instruction on the violin. To meet this demand, a complete course of studies, covering six grades, has been made out, including only those of the greatest musical worth.

GRADE.	VIOLIN.
I.	Hermann's Violin School, Divs. I and II. Mazas, op. 60. Pleyel, op. 8. Pieces suitable to grade.

GRADE.	VIOLIN—(Continued.)
II.	Hermann's Violin School, Div. III. Dancia, op. 60. Hermann, op. 20, Vol. I. Mazas, op. 38, Vol. I. Pieces suitable to grade.
III.	Hermann's Violin School, Div. IV. Mazas, op. 39, complete. Pleyel, op. 48. Easy Sonatas from Schubert. Pieces from modern masters.
IV.	Hermann's Violin School, Div. 5. Jansa, op. 74. Hermann, op. 20, Vol. II, Part I. Sonatas from Mozart. Pieces from the masters, including many from the Romantic school.
V.	Hermann, op. 20, Vol. I, Part II. Kreutzer Etudes. Sonatas from Beethoven. Fiorilla Etudes. More advanced pieces from the Classical and Romantic Schools.
VI.	Hermann Violin School, Div. VI. Dancia Etudes, op. 74. Rode's Caprices. Gavinie Etudes, op. 73. Spohr, op. 39 and 67. Duos from Schubert. Finest pieces from the masters, including all schools.

Other studies for the special development of each student, suitable to the grade will be used.

INSTRUCTION ON THE PIANO-FORTE.

The following selection of studies is based largely on courses used in two celebrated schools of music, viz.: Guildhall School of Music, England, and A. D. Turner in New England Conservatory of Music, Boston, Mass.

Within the past few years new and important works have been composed by our foremost American teachers, in harmony with the latest ideas as how best to cultivate true musical feeling and at the same time develop a well rounded technic. These studies have also been included.

One or more of the following works will be used with each student :

CLASS.	COLLEGE COURSE—PIANO.
FRESHMAN.	Kullak, Octave School, Book I. Bach. Two-Voiced Inventions. Berens, op. 61, books II and III, or equivalent. Mendelssohn, Lieder ohne Worte, at least 20 pages. Doring, op. 33, book III, Trills, Left Hand Music. Clementi's "Gradus Ad Parnassum" and Cramer's Studies, 30 Studies (Book I). Sonatas.

SCHOOL OF MUSIC—(Continued.)

GRADE.	COLLEGE COURSE.—PIANO.—(Continued.)
SOPHOMORE.	<p>Kuliak, Octave School, book II. Bach, Three-Voiced Inventions. Turner. op. 15, Damper Pedal Studies. Schumann, 60 pages of selections suitable to grade. Clementi's "Gradus Ad Parnassum," and Cramer's Studies, 3^d Studies (Book II). Left Hand Music. Heller, op. 127. Sonatas. Mason's Touch and Technic is used in the Freshman year, and Tausig's Daily Studies in Technic through the balance of the course.</p>
JUNIOR.	<p>Moscheles, op. 70. Kessler, op. 20, book I. Newpert, "Studies for Expression and Technique," book I. Kohler, op. 94, book I. Bach's "Well-Tempered Clavichord" selections. Chopin, Etudes, op. 10 and 25, selections. Sonatas and modern pieces suitable to grade. Left Hand Music.</p>
SENIOR.	<p>Chopin, op. 10 and 25, second selection. Turner, op. 22, "Two Preludes and Fugues in Octaves." Bach's "Well-Tempered Clavichord," second selection. Schumann, op. 13, selections. Turner, op. 7, selections. Liszt, "Three Concert Etudes." Saint Saens, op. 52, selections. Liszt, Etudes d' Execution Transcendante.</p>

SCHOOL OF MUSIC.—(Continued.)

GRADE.	SEMINARY COURSE—PIANO.
PREPARATORY.	<p>Clark, The Art of Piano Playing. Howe, A Piano-Forte Instructor. Emery, Foundation Studies in Piano-Forte Playing. Landon, Piano Playing. Many other works of similar grade are used also. Five-Finger Duets by Fuxhausen, Diabelli, Reinecke, Berens and Wohlfahrt.</p>
I.	<p>Mason, Touch and Technique. Selections from this work will be made throughout the course. Matthews, First Lessons in Musical Interpretation. Macdougall, Studies in Melody Playing, Vols. I and II. Krause, Studies in Measure and Rhythm. Kunz, Two Hundred Canons, op. 11. Heller, op. 125, Expression and Rhythm. Loeschhorn, Melodious Studies, op. 52, book I. Loeschhorn, Progressive Studies, op. 66, book I. Classics suitable to grade.</p>
II.	<p>Matthews, Phrasing, Vol. I. Heller, 30 selected studies from op. 45, 46 and 47. Turner, op. 30, book I, and Octave School, Part I. Berens, op. 61, book I, or equivalent. Doring, op. 33, book II. Bach, Preludes and Two-Voiced Inventions Left Hand Music. Sonatas from the Masters.</p>

 SCHOOL OF MUSIC.—(Continued.)

GRADE.	SEMINARY COURSE. PIANO.—(Continued.)
III.	Turner, Octave School, book II. Cramer and Clementi, 60 studies, book I. Doring, op. 33, book III. Bach, Three-Voiced Inventions. Heller, op. 127. Matthews' Phrasing, Vol. II. Left Hand Music. Sonatas.

COURSE IN HARMONY.

A fine course in Harmony Musical-Form, Counterpoint, Canon, Fugue and Artistic Composition in part-writing is offered, including works by Howard, Goodrich, Ritter, Richter, Stainer, Cornell, Ayer, Dr. Bridge and others of similar standing.

This course includes much practical work at the piano thus making a splendid school in extempore playing.

CABINET ORGAN COURSE.

Many persons receive their first musical thoughts and delights from the small parlor instrument, the cabinet organ. It is the instrument that satisfies the longings of the masses. A few of the prominent makers have recently manufactured instruments

capable of producing many and varied musical effects of considerable artistic value.

We have prepared a graded course of study for this instrument extending over six grades.

GUITAR COURSE.

As an instrument to offer a soft and pleasing accompaniment to the human voice probably the guitar cannot be excelled. Because of this it has become a favorite with young people in the home.

A finely graded course of studies has been prepared including many from the celebrated writers for this soft-toned instrument, among whom the following may be mentioned: Winner, Holland, Carulli and Carcassi.

STANDARD OF EXCELLENCE.

All instrumental pieces and studies are required to be finished according to three standards as follows: Touch, speed and interpretation. By touch is meant the peculiar way a key is pressed from the finger, the wrist, fore-arm, shoulder or by finger and arm together. The test in speed is regulated by the Maelzel metronome. The indications by this little instrument have become the standard of the world. By interpretation we mean the full understanding of a piece as to content, phrasing and formal construction.

The proper rendition of any piece of vocal music is reached, when the voice is placed—using words, when it has proper resonance throughout its scope, correct control of the breath, and interpretation which includes style.

THE PRACTICE CLAVIER.

Three Virgil Practice Claviers are used with all students in the piano and organ courses. They are used for the acquirement of a finely balanced touch with perfect time.

This is a new invention that satisfies every requirement of touch *without* tone.

Dr. Hans von Bulow, the great piano-forte player, writes the following in New York City: "I shall take pains to recommend your instrument everywhere, and to everybody; it is most excellent."

ORPHEUS CLUB.

Glees, part-songs and choruses from the best French, German, Italian, English and American writers form the basis of study. This class is free to all students who can read music fairly well and have good voices. Meetings once a week.

There is also a class in

SIGHT SINGING

and the rudiments of music. All students in regular

standing who can sing or would like to make the attempt are admitted free. One lesson per week.

ORCHESTRA.

All students in good and regular standing may be admitted to this class. A moderate acquaintance with the rudiments of music and a slight knowledge of some orchestral instrument is required.

EXPENSES.

PIPE ORGAN:—Two lessons each week, per Semester,	\$32 50
PRACTICE ON PIPE ORGAN:—One hour per day, per Semester,	- - - - - 7 50
BLOWER FOR PRACTICE ON PIPE ORGAN:—Per Semester	15 00
PIANO HIRE:—One hour per day, per Semester,	- 5 00
TUITION:—Piano, Violin, Guitar, Voice or Cabinet Organ, two lessons each week, per Semester,	- 25 00
New music at cost.	

FREE ADVANTAGES.

Any student in regular standing will be entitled to one or all of the following series of lessons and drills. One lesson per week to the Orchestral Class, Orpheus Club—advanced vocal class, and Sight-singing Class. Further, those who are studying piano in preparatory and first grade of the Seminary course, will receive eight to ten extra private lessons from the Director of Music. Making in all Seventy Free Lessons each semester, ten of which are private.

GRADUATION IN MUSIC.

Students who have completed the third grade in Seminary Course of studies in either voice, violin, guitar, organ or piano, and who have sung or played successfully in the public recitals, and who pay ten dollars in the College treasury, will be entitled to graduation in the SEMINARY COURSE in Missouri Valley College, and will receive the *Certificate* of the College to that effect.

Students who have completed the College Course in either voice, violin, piano, organ or guitar, who have studied *harmony one year* and *musical history one year*, and whose literary attainments are the equivalent of the English course in the Academy of Missouri Valley College (including Mathematics), will be entitled to graduation in the COLLEGE MUSIC COURSE and will receive the DIPLOMA of the College to that effect.

SCHOOL OF FINE ARTS.

The College aims to offer to the friends of art the advantage of a well-organized and thorough school with a view of qualifying young ladies and gentlemen to impart to others a careful art education, and develop its application to the common uses of life. The course of study covers from three to four years, and is arranged in such a way that pupils may see at a glance the work to be done the points of attainment, and also the high excellence of the course. The pupils are arranged in three grades, and have the advantage of the best instruction.

We ask our patrons to give special attention to the rates, which we have endeavored to put within the reach of every one.

Tuition per term—twenty weeks; two lessons per week, three hours per lesson, \$20.

Art students are recommended in addition to the above to take at least one study each term with the literary classes. The charge for such studies is somewhat less than the average cost per study, art students being allowed to enter any class by permission for \$3 per semester. Students can take any part of the course under the advice of the professor in charge of the department.

COURSE IN FINE ARTS.

GRADE.	COURSE IN FINE ARTS.
I.	<ul style="list-style-type: none"><i>a.</i> Drawing and shading from casts of geometric figures.<i>b.</i> Drawing and shading from groups composed of geometrical figures.<i>c.</i> Drawing in crayon from studies.<i>d.</i> Drawing and shading from ornament—conventionalized leaves—flowers.<i>e.</i> Drawing and shading from hand, arm and foot.
II.	<ul style="list-style-type: none"><i>a.</i> Drawing and shading from marks or casts from the antique.<i>b.</i> Drapery in Crayon.<i>c.</i> Painting from still life.<i>d.</i> Pen Drawing.<i>e.</i> Drawing and shading from casts of antique busts, Apollo de Belvidere, Venus de Milo, etc.
III.	<ul style="list-style-type: none"><i>a.</i> Drawing and shading from antique busts.<i>b.</i> Painting from objects and nature in oil and water colors.<i>c.</i> Drawing and shading from full length casts of antique figures.<i>d.</i> Drapery in oil or water colors.<i>e.</i> Art History.

NAMES OF STUDENTS.

THE COLLEGE.

SENIORS.

NAME.	COUNTY.	STATE.
Althouse, George H. (C)	Saline	Missouri
Olson, Stella (C)	Saline	Missouri
Thorp, Anna Myrtle (C)	Howard	Missouri
Walker, Willie (C)	Saline	Missouri
Whitwell, E. O. (Eng.)	Saline	Missouri

JUNIORS.

NAME.	COUNTY.	STATE.
Barnett, Peyton (C)	Jackson	Missouri
Davis, George N. (C)	Saline	Missouri
Dysart, William J. (Ph)	Saline	Missouri
Hurt, Henry (C)	Saline	Missouri
McNeely, Bessie (Ph)	Saline	Missouri
Steele, Avarilla D. (C)	Saline	Missouri

SOPHOMORES.

NAME.	COUNTY.	STATE.
Bacon, John T. (C)	Saline	Missouri
Divinia, Samuel T. (C)	Buchanan	Missouri
Doran, J. H. (C)	Coles	Illinois
Ferguson, Wm. I. (C)	Howard	Missouri
Fleeger, A. B. (C)	Moniteau	Missouri
Garst, John B. (C)	Atchison	Missouri
Glick, Joseph M. (C)	Andrew	Missouri
James, Albert R. (C)	Saline	Missouri

NAME.	COUNTY.	STATE.
Jones, John A. (C)	Saline	Missouri
Kirkpatrick, John W. (C)	Saline	Missouri
McNeely, Blanche (Ph).....	Saline	Missouri
Roberts, James L. (Ph).....	Saline	Missouri
Whitwell, E. O. (C)—(Senior English)	Saline	Missouri
Young, Allan G (C).....	Saline	Missouri

FRESHMEN.

NAME.	COUNTY.	STATE.
Baker, Ezra Flavius (C)	Finney	Kansas
Campbell, Suzy (Ph).....	Saline	Missouri
Clemmens, Lizzie (Ph).....	Saline	Missouri
Conrad, Henry S. (Ph).....	Chariton	Missouri
Cordell, Fannie (Ph).....	Saline	Missouri
Crockett, Ermie (Ph).....	Saline	Missouri
Gordon, Wm. C. (Ph).....	Saline	Missouri
Hightshoe, Frank (Ph).....	Saline	Missouri
Huff, Virgil V. (C).....	Saline	Missouri
Jenkins, Geo. F. (Ph).....	Saline	Missouri
Leinbach, Samuel U. (C)	Jackson	Missouri
Lewis, Kate (Ph)	Saline	Missouri
Lower, Richard S. (Ph).....	Pettis	Missouri
Mack, George H. (C)	Hamilton	Tennessee
Robertson, Norah Walthal (Ph).....	Saline	Missouri
Russell, O. O. (C)	Nodaway.....	Missouri
Shepherd, Robert L. (C).....	Macon	Missouri
Sparks, Bettie (Ph).....	Saline	Missouri
Tanner, Curtis S. (Ph).....	Saline	Missouri
Tickemyre, Lulu (Ph)	Saline	Missouri
*Thorp, Lillian (Ph).....	LaFayette.....	Missouri
Wilson, Chas. J. (Ph).....	Buchanan	Missouri
*Yancey, Rozzie (Ph).....	Howard	Missouri

SPECIALS.

NAME.	COUNTY.	STATE.
Cordell, Alice.....	Saline	Missouri
Crockett, Walter S.....	Erie	Ohio

THE ACADEMY.

SENIORS.

NAME.	COUNTY.	STATE.
Bowman, Mary (B).....	Saline.....	Missouri
Bryan, Finis E. (B).....	Monroe.....	Missouri
Burke, Ollie Reed (B).....	Saline.....	Missouri
Campbell, Mary Belle (B).....	Saline.....	Missouri
Cox, Clay Lewis (B).....	St. Clair.....	Missouri
Denny, Emily May (B).....	Howard.....	Missouri
Delzell, Daisy (B).....	Logan.....	Colorado
Garst, Josie (B).....	Saline.....	Missouri
Guthrie, Robert Allen (B).....	Macon.....	Missouri
Hail, William J. (B).....	Lettsu.....	Japan
Hall, Tillie F. (B).....	Daviess.....	Indiana
Hunt, Thomas Newton (B).....	Moultrie.....	Illinois
Johnston, A. D. (A).....	Macon.....	Missouri
LaMotte, George A. (B).....	Howard.....	Missouri
*Marshall, Edwin.....	Saline.....	Missouri
McNeely, Wm. D. (B).....	Saline.....	Missouri
McRoberts, Ernest (B).....	Saline.....	Missouri
McDowell, H. M. (B).....	Saline.....	Missouri
Montgomery, Finis (A).....	Barry.....	Missouri
*Moore, Benj. C.	Jackson.....	Missouri
Olson, Wm. L. (A).....	Saline.....	Missouri
Perry, Arthur E. (A).....	Otoe.....	Nebraska
Reed, William P. (B).....	Pike.....	Missouri
Scrutchfield, Mabel (B).....	Macon.....	Missouri
Shorb, Mary (B).....	Saline.....	Missouri
Smith, Walter R. (B).....	Clay.....	Missouri
*Sox, Samuel A. (B).....	Audrain.....	Missouri
Sparks, Jessie (B).....	Saline.....	Missouri
Steele, Edna (B).....	Saline.....	Missouri
Surface, E. B. (A).....	Barber.....	Kansas
Voigts, E. E. (B).....	Wyandotte.....	Kansas
Ward, Jno. A. (B).....	Johnson.....	Missouri
*Witherspoon, B. H.....	Henry.....	Missouri

MIDDLERS AND JUNIORS.

NAME.	COUNTY.	STATE.
Adams, Mary.....	Saline.....	Missouri
Adams, Ernest D.....	Saline.....	Missouri
Allen, Mamie.....	Platte.....	Missouri
Althouse, Alex. Denny.....	Saline.....	Missouri
Althouse, May E.....	Saline.....	Missouri
Atchison, Benj. A.....	Clinton.....	Missouri
Bacon, Chas. B.....	Saline.....	Missouri
Bacon, Reuben M.....	Saline.....	Missouri
Baird, Alta Melone.....	Adair.....	Missouri
Barnett, Schuyler.....	Saline.....	Missouri
Bennington, E. E.....	Saline.....	Missouri
Blew, Della D.....	Henry.....	Missouri
Bowman, Chatham E.....	Saline.....	Missouri
Brown, E. W.....	Saline.....	Missouri
Browne, John R.....	Dade.....	Missouri
Buchanan, C. E.....	Randolph.....	Missouri
Burke, Howard L.....	Saline.....	Missouri
Burns, Luther E.....	Basher.....	Kansas
Byars, Archie C.....	Shelby.....	Missouri
Cheairs, Joseph.....	Logan.....	Colorado
Clark, Ethel May.....	Saline.....	Missouri
Clemmens, Delia C.....	Saline.....	Missouri
Conrad, Wm. M.....	Chariton.....	Missouri
Coats, Leroy J.....	Wichita.....	Kansas
*Cooper, Frances Minor.....	Monroe.....	Missouri
Davis, Minnie H.....	Cochise.....	Arizona
Denny, Bettie.....	Howard.....	Missouri
Denny, Loucretia Belle.....	Howard.....	Missouri
Doak, Hugh Taylor.....	Saline.....	Missouri
Downs, Eva.....	Saline.....	Missouri
Duggins, M. C.....	Saline.....	Missouri
*Eakin, Guy Robertson.....	Saline.....	Missouri
Eldredge, Jas. S.....	Saline.....	Missouri
Embree, Roma.....	Saline.....	Missouri
Engel, Jesse C.....	Johnson.....	Missouri
Engel, Herbert Earl.....	Johnson.....	Missouri
Ewing, Chatham M.....	LaFayette.....	Missouri
*Farris, Auburn T.....	Pettis.....	Missouri
Farris, Wm.....	Pettis.....	Missouri

NAME.	COUNTY.	STATE.
Ferrell, Carrie C.....	Buchanan.....	Missouri
Ferrell, Leona.....	Buchanan.....	Missouri
Ferrell, Lizzie.....	Buchanan.....	Missouri
Ferril, Monroe.....	Platte.....	Missouri
Finley, Jas. Edwin.....	Montgomery.....	Kansas
Fletcher, David E.....	Macon.....	Missouri
Galloway, Clyde A.....	Maury.....	Tennessee
Garst, Effie May.....	Atchison.....	Missouri
Garst, Odin.....	Saline.....	Missouri
Gilbreath, Ellis.....	Cooper.....	Missouri
Guthrie, John W.....	Callaway.....	Missouri
Guthrie, Richard D.....	Linn.....	Missouri
Hail, Arthur L.....	Lettsu.....	Japan
Harriman, Leslie.....	Cooper.....	Missouri
Headen, Edgar V.....	Franklin.....	Kansas
Herring, Georgia.....	Saline.....	Missouri
Herring, Will S.....	Saline.....	Missouri
Hilburn, Thomas A.....	Lowdnes.....	Mississippi
Humphrey, Willie W.....	Saline.....	Missouri
Hurt, Elisha Young.....	Saline.....	Missouri
Jacobs Galen B.....	Ray.....	Missouri
Jenkins, Ada.....	Saline.....	Missouri
Johnson, Cora Belle.....	Saline.....	Missouri
Johnston, Mabel W.....	Cooper.....	Missouri
Johnston, Ollie Rose.....	Macon.....	Missouri
Jones, Harry L.....	Saline.....	Missouri
Killinger, Chas Glenn.....	Shelby.....	Missouri
Kincheloe, J. E.....	Scotland.....	Missouri
Lail, Ida B.....	Saline.....	Missouri
Lawless Chas. L.....	Saline.....	Missouri
Love, Maud.....	Saline.....	Missouri
Ludwick, Ira L.....	Bates.....	Missouri
Magee, Lela May.....	Macon.....	Missouri
Marshall, Lucy.....	Saline.....	Missouri
Marshall, Nellie.....	Saline.....	Missouri
McCray, O. D.....	Saline.....	Missouri
McLeod, Will.....	Noxubee.....	Mississippi
McNeely, Grovenor.....	Saline.....	Missouri
McRoberts, Grace D.....	Saline.....	Missouri
Mitchell, Maggie.....	Saline.....	Missouri
Mitchell, Emmett.....	Cass.....	Missouri

NAME.	COUNTY.	STATE.
Mock, Florence I.....	St. Clair.....	Missouri
Mock, Parrish.....	Johnson.....	Missouri
Morris, Samuel W.....	Monroe.....	Missouri
*Mullendore, W. D.....	Platte.....	Missouri
Nading, Jas. Oliver.....	Ray.....	Missouri
Nauman, Oscar.....	Holt.....	Missouri
Neff, Jesse B.....	Saline.....	Missouri
Neff, Nadine.....	Saline.....	Missouri
Nelson, Ira D.....	Clark.....	Missouri
Nuckles, Henry H.....	Saline.....	Missouri
Orr, Alfred Harry.....	Saline.....	Missouri
Orr, Cameron.....	Saline.....	Missouri
Orr, Jonah.....	Saline.....	Missouri
Orr, Lena Etta.....	Saline.....	Missouri
Orr, Mary Lulu.....	Saline.....	Missouri
Parsons, Maggie.....	Cooper.....	Missouri
Platt, Eugene D.....	Macon.....	Missouri
Porter, Edgar Allen.....	Johnson.....	Kansas
Potter, Mammie.....	Saline.....	Missouri
Renick, Dora.....	Jackson.....	Missouri
Robuck, Chas. B.....	Logan.....	Colorado
Russell, Wm L.....	Johnson.....	Missouri
Shepherd, Maggie.....	Macon.....	Missouri
Sherk, Lizzie Alice.....	Saline.....	Missouri
Sherman, Richard E.....	Jackson.....	Missouri
Shorb, Addie.....	Saline.....	Missouri
Steele, Charlie D.....	Saline.....	Missouri
Stephens, Letha.....	Macon.....	Missouri
Stephens, Lulu.....	Macon.....	Missouri
Sydenstricker, Vernon.....	LaFayette.....	Missouri
Thomas, Eusebius S.....	Jasper.....	Missouri
*Todd, Thomas P.....	Boone.....	Missouri
Umbarger, Minnie Clyde.....	Saline.....	Missouri
Walker, Edgar H.....	Macon.....	Missouri
Wallace, Mamie.....	Saline.....	Missouri
Watkins, Jennie.....	Audrain.....	Missouri
West, Jas. G.....	Johnson.....	Missouri
White, J. E.....	Saline.....	Missouri
Whitsett, Eula B.....	LaFayette.....	Missouri
Whitsett, Kirby S.....	LaFayette.....	Missouri
Winningham, Floury.....	Hardin.....	Missouri

NAME.	COUNTY.	STATE.
Wolff, Lew G.....	Henry.....	Missouri
Wood, Eldie P.....	Macon.....	Missouri
Woodson, Emily.....	Saline.....	Missouri
Yates, Denny A.....	Clinton.....	Missouri
Yates, Ernest Mc.....	Clinton.....	Missouri
Yeagle, Virginia B.....	Saline.....	Missouri
Young, George R.....	Logan.....	Colorado
Zeigel, Anthony F.....	Cooper.....	Missouri
Zeigel, Wm. Henry.....	Cooper.....	Missouri

MUSIC.

VOCAL CULTURE AND SINGING.

NAME.	COUNTY.	STATE.
Baird, Alta.....	Adair.....	Missouri
Doran, J. H.....	Coles.....	Illinois
Hall, Tillie.....	Daviess.....	Indiana
Jenkins, G. F.....	Saline.....	Missouri
Mahard, John L.....	Saline.....	Missouri
McNeely, Blanche.....	Saline.....	Missouri
McNeely, Bertha.....	Saline.....	Missouri
Steele, Ava.....	Saline.....	Missouri
Spotts, Annie L.....	Howard.....	Missouri
Stephens, Lulu.....	Macon.....	Missouri
Surface, E. B.....	Barber.....	Kansas

PIANO.

NAME.	COUNTY.	STATE.
Althouse, May.....	Saline.....	Missouri
Baird, Alta.....	Adair.....	Missouri
Black, Mary.....	Saline.....	Missouri
Blew, Della.....	Montrose.....	Missouri
Botts, Susie J.....	Howard.....	Missouri
Byars, Edith.....	Shelby.....	Missouri
Crockett, Ernie.....	Saline.....	Missouri
Denny, Bettie.....	Howard.....	Missouri
Delzell, Daisy.....	Logan.....	Colorado

NAME.	COUNTY.	STATE.
Ferrell, Mattie.....	Buchanan.....	Missouri
Grimes, Juanita.....	Monroe.....	Missouri
Gordon, Wm. C.....	Saline.....	Missouri
Gilbert, Sadie.....	Greene.....	Pennsylvania
Hall, Minnie.....	Daviess.....	Indiana
Hail, Arthur.....	Lettsu.....	Japan
Hunt, Mrs. Effie.....	Moultrie.....	Illinois
Lail, Ida.....	Saline.....	Missouri
Lail, Nellie.....	Saline.....	Missouri
Leinbach, S. U.....	Jackson.....	Missouri
Magee, Lela.....	Macon.....	Missouri
Marshall, Lucy.....	Saline.....	Missouri
Marshall, Nellie.....	Saline.....	Missouri
Parsons, Maggie.....	Cooper.....	Missouri
Page, Lillie.....	Saline.....	Missouri
Parker, Ida.....	Saline.....	Missouri
Renick, Dora A.....	LaFayette.....	Missouri
Spotts, Annie L.....	Howard.....	Missouri
Stephens, Letha.....	Macon.....	Missouri
Stephens, Lulu.....	Macon.....	Missouri
Stuart, Bessie.....	Saline.....	Missouri
Whitsett, Eula.....	LaFayette.....	Missouri
Yancey, Rozzie.....	Howard.....	Missouri

HARMONY AND COMPOSITION.

NAME.	COUNTY.	STATE.
Botts, Susie J.....	Howard.....	Missouri
Hall, Minnie.....	Daviess.....	Indiana
McNeely, Bertha.....	Saline.....	Missouri
Parker, Ida.....	Saline.....	Missouri
Taylor, Fannie.....	Saline.....	Missouri

PIPE ORGAN.

NAME.	COUNTY.	STATE.
Bishop, Alice G.....	Saline.....	Missouri

GUITAR.

NAME.	COUNTY.	STATE.
Ferrell, Mattie.....	Buchanan.....	Missouri

SIGHT-SINGING.

NAME	COUNTY.	STATE.
Conrad, H. S.....	Chariton.....	Missouri
Doran, J. H.....	Coles.....	Illinois
Ferrell, Mattie.....	Buchanan.....	Missouri
Gilbert, Sadie.....	Greene.....	Pennsylvania
Guthrie, R. D.....	Linn.....	Missouri
Hall, Minnie.....	Daviess.....	Indiana
Hall, Tillie.....	Daviess.....	Indiana
Jacobs, Galen.....	Ray.....	Missouri
Love, Maude.....	Saline.....	Missouri
Marshall, Nellie.....	Saline.....	Missouri
Lawless, Charles.....	Saline.....	Missouri
Nauman, Oscar.....	Holt.....	Missouri
Nading, J. O.....	Ray.....	Missouri
Orr, Cameron.....	Saline.....	Missouri
Orr, A. H.....	Saline.....	Missouri
Orr, J. A.....	Saline.....	Missouri
Russell, Wm.....	Johnson.....	Missouri
Smith, W. R.....	Clay.....	Missouri
Wolff, L. G.....	Henry.....	Missouri
Yates, Denny.....	Clinton.....	Missouri
Whitsett, Eula.....	LaFayette.....	Missouri

ORCHESTRA.

NAME.	COUNTY.	STATE.
Althouse, Geo. H.....	Saline.....	Missouri
Althouse, Denny.....	Saline.....	Missouri
Bryan, F. F.....	Monroe.....	Missouri
Crockett, Ermie.....	Saline.....	Missouri
Dysart, W. J.....	Saline.....	Missouri
Engle, J. C.....	Johnson.....	Missouri
Engle, H. E.....	Johnson.....	Missouri
Gordon, Wm C.....	Saline.....	Missouri
Guthrie, R. A.....	Macon.....	Missouri
Hurt, Henry.....	Saline.....	Missouri
Kirkpatrick, John.....	Saline.....	Missouri
LaMotte, Geo.....	Howard.....	Missouri
Olson, Wm.....	Saline.....	Missouri
Shepherd, R. L.....	Macon.....	Missouri
Sydenstricker, V.....	LaFayette.....	Missouri

MANDOLIN AND GUITAR CLUB.

NAME.	COUNTY.	STATE.
Baird, Alta.....	Adair.....	Missouri
Bacon, Reuben.....	Saline.....	Missouri
Ferrell, Mattie.....	Buchanan.....	Missouri
Ferrell, Carrie.....	Buchanan.....	Missouri
Jacobs, G. B.....	Ray.....	Missouri
Olson, Stella.....	Saline.....	Missouri
Russell, Wm.....	Johnson.....	Missouri
Voigts, Emil E.....	Wyandotte.....	Kansas
Wood, E. P.....	Macon.....	Missouri

SCHOOL OF ART.

SPECIAL.

NAME.	COUNTY.	STATE.
Albeitz, Emma.....	Saline.....	Missouri
Baird, Alta.....	Adair.....	Missouri
Denny, Lulu.....	Howard.....	Missouri
Dawes, Estelle.....	Saline.....	Missouri
Napton, Francis.....	Saline.....	Missouri
Sparks, Mattie.....	Saline.....	Missouri
Thorp, Lillian.....	LaFayette.....	Missouri
Vawter, Frances.....	Saline.....	Missouri

DRAWING.

NAME.	COUNTY.	STATE.
Bacon, Reuben.....	Saline.....	Missouri
Blew, Della.....	Montrose.....	Missouri
Brown, E. W.....	Saline.....	Missouri
Burke, Ollie.....	Saline.....	Missouri
Cordell, Fannie.....	Saline.....	Missouri
Coats, L. J.....	Wichita.....	Kansas
Cox, Clay.....	St. Clair.....	Missouri
Downs, Eva.....	Saline.....	Missouri
Duggins, M C.....	Saline.....	Missouri
Eldredge, J. S.....	Saline.....	Missouri
Ewing, C. M.....	LaFayette.....	Missouri

NAME.	COUNTY.	STATE.
Ferrell, C. C	Buchanan	Missouri
Garst, Effie	Atchison	Missouri
Gordon, W. C	Saline	Missouri
Guthrie, R. A	Macon	Missouri
Hail, W. J	Lettsu	Japan
Headen, E. V	Franklin	Kansas
Hightshoe, Frank	Saline	Missouri
Hunt, T. N	Moultrie	Illinois
LaMotte, Geo. A	Howard	Missouri
Lawless, Chas	Saline	Missouri
Mitchell, E. H	Cass	Missouri
Montgomery, F.	Barry	Missouri
Mullendore, W. D	Platte	Missouri
Norman, Oscar	Holt	Missouri
Nuckles, R. H.	Saline	Missouri
Parsons, Maggie	Cooper	Missouri
Perry, Arthur E	Otoe	Nebraska
Platt, E. D.	Macon	Missouri
Reed, W. P.	Pike	Missouri
Robertson, Nora	Saline	Missouri
Russell, Wm. L.	Johnson	Missouri
Steele, Edna	Saline	Missouri
Scrutchfield, Mabel	Macon	Missouri
Sparks, Jessie	Saline	Missouri
Sox, S. A	Audrain	Missouri
Smith, W. R.	Clay	Missouri
Wood, E. P.	Macon	Missouri
Zeigle, W. H.	Cooper	Missouri

ALUMNI ASSOCIATIONS.

THE COLLEGE.

NAME.	COUNTY.	STATE.
Allen, Eli Nelson, (C) '92.....	Cedar.....	Missouri
Baity, George Perry, (C) '91.....	Macon.....	Missouri
Caldwell, May, (E) '90.....	Pike.....	Missouri
Craven, James K., (C) '92.....	Randolph.....	Missouri
Dabbs, John Frederick, (C) '91.....	Johnson.....	Missouri
Edwards, Andrew, (C) '94.....	Saline.....	Missouri
Grove, Philetus A., (E) '94.....	Collin.....	Texas
Mullendore, George Decatur, (E) '91.....	Platte.....	Missouri
Perry, William F., (C) '92.....	Atchison.....	Missouri
Pile, Anna M., (E) '93.....	Scotland.....	Missouri
Roberts, John M., (C) '94.....	Saline.....	Missouri
Slaughter, Sarah Alice, (E) '93.....	Chariton.....	Missouri
Vance, Rufus Adair (C) '93.....	Saline.....	Missouri
Walmsley, Emma, (E) '92.....	Saline.....	Missouri
Williams, Reuben A , (E) '92.....	Scotland.....	Missouri
Worley, John Cobb, (C) '94.....	LaFayette.....	Missouri

THE ACADEMY.

NAME.	COUNTY.	STATE.
Alison, Daisy, '92.....	Miami.....	Kansas
Alison, Durward B., '92.....	Miami.....	Kansas
Althouse, George H., '92.....	Saline.....	Missouri
Bacon, John T., '92.....	Saline.....	Missouri
Baker, Ezra Flavius, '93.....	Finney.....	Kansas
Barnett, Peyton, '93.....	Jackson.....	Missouri
Carson, Madura, '92.....	Saline.....	Missouri
Clemmens, Lizzie, '94.....	Saline.....	Missouri
Conrad, Henry S., '94.....	Chariton.....	Missouri
Crockett, Ermie L., '94.....	Saline.....	Missouri
Davis, George Newton, '92.....	Saline.....	Missouri

NAME.	COUNTY.	STATE.
Divinia, Samuel T., '92	Buchanan	Missouri
Doran, J. H., '93	Coles	Illinois
Drane, James Erasmus, '92	Saline	Missouri
Dysart, William J., '93	Saline	Missouri
Fray, Mary, '94	Saline	Missouri
Fry, Carrie, '92	Saline	Missouri
Garst, John B., '92	Atchison	Missouri
Glick, Joseph M., '93	Andrew	Missouri
Good, John M., '93	Atchison	Missouri
Graham, Flora, '94	Johnson	Missouri
Grove, Philetus A., '93	Collin	Texas
Guthrie, Churchill, '92	Saline	Missouri
Hood, Joseph T., '92	Cooper	Missouri
Hopkins, Jennie M., '93	Saline	Missouri
Huff, Virgil V., '94	Saline	Missouri
Hurt, William Henry, '92	Saline	Missouri
James, Albert R., '93	Saline	Missouri
Jenkins, George F., '94	Saline	Missouri
Jones, John J., '93	Saline	Missouri
Kirkpatrick, John, '93	Saline	Missouri
Knight, Margaret C., '92	Pike	Missouri
Kraemer, Herman, '93	Moniteau	Missouri
Leinbach, Samuel U., '93	Jackson	Missouri
Lewis, Kate, '94	Saline	Missouri
Lower, Richard S., '94	Pettis	Missouri
Mack, George H., '94	Hamilton	Tennessee
Mitchell, Henry, '94	Saline	Missouri
Mitchell, William N., '92	Saline	Missouri
McAlister, Lena, '92	Pike	Missouri
Montgomery, Albert, '94	Barry	Missouri
Olson, Stella, '92	Saline	Missouri
Page, Pattie Sims, '92	Saline	Missouri
Roberts, James L., '93	Saline	Missouri
Russell, Oury O., '94	Nodaway	Missouri
Shorb, Cora Ellen, '94	Saline	Missouri
Shepherd, Robert L., '94	Macon	Missouri
Sparks, Bettie, '94	Saline	Missouri
Steele, Avarilla D., '93	Saline	Missouri
Stuart, Willie May, '93	Saline	Missouri
Sullivan, Amos N., '92	Saline	Missouri
Terrell, Sarah J., '93	Saline	Missouri

NAME.	COUNTY.	STATE.
Tickemyre, Lulu, '94	Saline	Missouri
Thorp, Lillian, '94	LaFayette	Missouri
Thompson, William J., '92	Linn	Missouri
Thorp, Anna Myrtle, '92.	Howard	Missouri
Walker, Willie, '92	Saline	Missouri
Whitwell, Egbert O., '93.....	Saline	Missouri
Whitehead, Chas., '94	Macon	Missouri
Wilson, Chas, J., '94	Buchanan.	Missouri
Yancey, Rozzie, '94	Howard	Missouri
Young, John, '93	Saline	Missouri
Young, Allan, '93	Saline	Missouri
Zimmerman, William F., '92.....	Saline	Missouri

GRADUATES IN MUSIC.

SEMINARY COURSE.

PIANO.

NAME.	COUNTY.	STATE.
Bishop, Alice Gertrude.....	Saline	Missouri
Cordell, Alice, '92.....	Saline	Missouri
Hightshoe, Mabel, '93.....	Saline.....	Missouri
McNeely, Bertha, '92	Saline.....	Missouri
McNeely, Blanche, '92.....	Saline.....	Missouri
Page, Mary B., '92	Saline.....	Missouri
Rea, Virginia '92.....	Saline	Missouri
Taylor, Fannie, '93.....	Saline.....	Missouri

VOICE.

NAME.	COUNTY.	STATE.
Martin, Minnie, '92.	Saline.....,	Missouri
LaMotte, Gertrude, '92..	Saline.....	Missouri
Slaughter, Alice, '94	Chariton	Missouri

SUMMARY.

	1893-'94.	1894-'95.
THE COLLEGE :		
Seniors.....	5	5
Juniors.....	4	5
Sophomores	4	14
Freshmen	14	22
Specials.....	3	3
Irregular.....	23	32
Total.....	53	81
THE ACADEMY :		
Seniors.....	27	34
Middlers }	97	129
Juniors }		
Total	124	163
THE SCHOOL OF MUSIC :— <i>Vocal.</i>		
Special	8	11
Sight Singing.	33	21
Orpheus Club.....	22	.....
Harmony.....	.....	5
<i>Instrumental:</i>		
Piano.....	36	32
Violin	3	.....
Guitar.....	4	1
Pipe Organ.....	.....	1
Orchestra .....	.....	15
Mandolin Club .....	.....	9
Total.....	106	95

THE SCHOOL OF ART :	1893-94	1894-95
Special.....	2	18
Drawing	16	39
	<hr/>	<hr/>
Total.....	18	47
	<hr/>	<hr/>
Total in all Schools.....	297	395
Candidates for Ministry.....	24	42
Candidates for Missions.....	10	8
Male Students	97	142
Female Students.....	79	96
	<hr/>	<hr/>
Male Students in College..	34	53
Female Students in College	19	28
	<hr/>	<hr/>
Male Students in Academy	67	107
Female Students in Acad...	57	56
	<hr/>	<hr/>
Male Students in Music.....	43	40
Female Students in Music.	63	55
	<hr/>	<hr/>
Male Students in Art.....	6	18
Female Students in Art	12	29
	<hr/>	<hr/>
Total in all Schools	297	395
Counted more than once....	121	157
	<hr/>	<hr/>
NET ATTENDANCE	176	238

ENROLLMENT BY DEPARTMENTS.

DEPARTMENT OF INSTRUCTION.	ACADEMY.					COLLEGE.				
	No. of Courses.	Male.	Female.	TOTALS.		No. of Courses.	Male.	Female.	TOTALS.	
				1894-5	1893-4				1894-5	1893-4
Biblical.	6	96	57	153	102	10	35	24	59	39
English.	7	123	65	188	124	9	50	36	86	27
Philos. & Economics.	6	23	23	46	26	6	23	23	46	26
History.	4	61	24	85	52	4	32	13	45	20
Elocution.	2	45	29	74	61	4	26	38	74	28
Latin.	6	111	46	157	155	7	53	18	71	50
Greek.	4	58	13	71	19	7	59	16	75	27
French.	5	26	23	49	11	5	26	23	49	11
German.	5	30	10	40	31	5	30	10	40	31
Hebrew and Sanskrit.	4	...	...	...	...	4	...	...	...	1
Natural History.	2	60	27	87	86	7	45	28	73	43
Chemistry & Physics.	1	18	10	28	25	7	50	15	65	60
Mathematics.	6	83	6	145	128	10	55	18	73	51
Music.	4	63	41	104	106	...	...	...	...	...
Drawing.	1	18	29	47	18	...	...	...	...	...
Totals.	43	...	...	...	...	85	...	...	...	...

SCHEDULE OF RECITATIONS.

FIRST SEMESTER, 1895.

	Dr. Black.	Dr. McGlumphy.	Prof. McGinnis.	Prof. Grube.	Prof. Penick.	Miss Orr.	Dr. Galloway.	Prof. Peters.	Miss Thorp.
8:00	Bible. J.A. T.; Fre. W. Seniors Th. S.A. F.; Sop. S.	Arithmetic. W. Th. F. S.	Psychology. T. W. F. S. Logic.	Caesar. T. W. Th. S.	Mineralogy. W. F.	Ad. Elocution. W. F. Const. Hist. T. Th.	Biology. T. Th. (S.)	Anglo-Saxon. T. Th. Philology. W. F.	Cic. Orations. T. Th. S.
9:00	Bible. Juniors. T.	Uni. Algebra. T. Th. S. Astronomy. W. F.	First German. W. F.	First Greek. T. W. Th. F. S.	Elec. Science. T. Th. S.	U. S. History. W. Th. F. S.	Sociology. W. F.	Chaucer-M. W. F. Composition. T. Th. S.	French Cl. W. F. Livy. T. Th. S.
10:00	Bible. M.A. W.	Ana. Geome'y. T. Th. S.	First Latin. T. W. Th. F. S.	Herodotus T. Th. S. Æschylus. W. F.	Mechanics. T. W. F. S.	Ancient Hist. T. Th. S. Hist. England. W. F.	Applied Geography. T. Th. S.	Eng. Lit. T. Th. S. Rhet. Style. W. F.	First Latin. T. W. Th. F. S.
11:00	Hebrew. W. F.	Geometry. T. W. Th. F.	Terence. T. Th. Latin Lit. S.	Demosthenes. W. F. New Test. T.	Trigonometry. T. W. Th. F.	Shakespeare. T.	Physiology. T. W. Th. F.	Electives.	Tusc. Disp. W. F.

CHAPEL SERVICE.

12:00									
2:00		Algebra. Daily.	Ger. Classics. W. F.	Memorabilia. T. W. F. S.	Gen'l Chem. Daily.		Zoology. T. (W.) F.	Electives.	
3:00	Prof. Place. Sight Singing. W.				Laboratory. Daily.	El. Elocution. Daily.	Laboratory W.	Grammar. Daily.	First French. T. F.

SCHEDULE OF RECITATIONS.

SECOND SEMESTER, 1896.

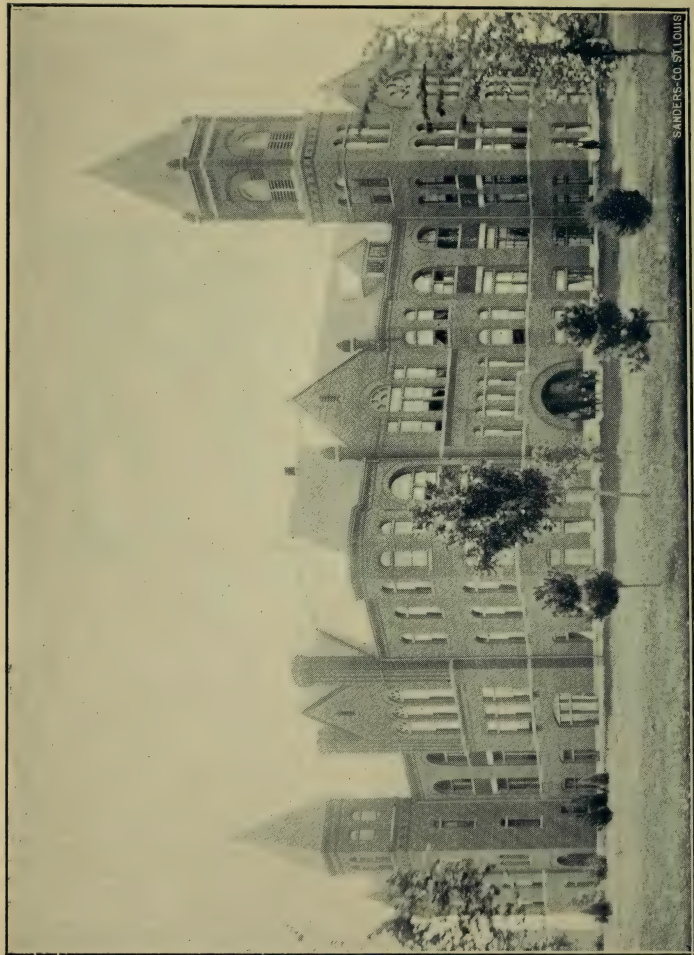
	Dr. Black.	Dr. McGlumphy.	Prof. McGinnis.	Prof. Grube.	Prof. Penick.	Miss Orr.	Dr. Galloway.	Prof. Peters.	Miss Thorp.
8:00	J A. T.; Fr. W. Seniors Th. S A. F.; So. S.	Arithmetic. W. Th. F. S.	Metaphysics. T. W. F. S. Phil. Relg.	Caesar. T. W. Th. S.		Ad. Elocution. W. F. Hist. Civil. T. Th.	Biology. T. Th. (S.)	Anglo-Saxon. T. Th. Philology. W. F.	Vergil. T. W. Th. S.
9:00	Juniors. T.	Uni. Algebra. T. Th. S. Astronomy. W. F.	First. Ger. W. F. Horace. T. Th. S.	Anabasis. Daily.	El. Physics. Daily.		Physiography. W. F.	Dryden-Tenny W. F. Composition. T. Th. S.	French Class. W. F. French Lit. S.
10:00	MA. W.		First Latin. Daily.	Phaedo. T. Th. S. Sophocles. W. F.	Ad. Physics. T. W. F. S.	Med. & Mod. H. T. Th. S. Hist. English. W. F.	Geology. T. Th. S. Economics. W. F.	Eng. Literature. T. Th. S. Rhet. Invent. W. F.	First Latin. Daily.
11:00	Hebrew. W. F.	Geometry. T. W. Th. F.	Ethics. W. F. Aesthetics.	Aristotle. T. Th. Greek Lit. S. New Test. W.	Surveying. T. W. Th. F.	Shakespeare. T.	Botany. T. (W.) F. (S.)	American Lit. W. F.	Tacitus. W. F.

CHAPEL SERVICE.

12:00									
2:00		Algebra. Daily.	Germ. Class. W. F. Germ. Lit. T.	Homer. T. W. F.	Organic Chem. Daily.	El. Elocution. Daily.	Comp. Phys. W. F.		
3:00	Prof. Place. Sight Singing. W.	Drawing. W. S.			Laboratory. Daily.	Civil Gov't. T. W. F.		Grammar. Daily.	First French. T. F.

CALENDAR 1895-96.

September	3, 1895—Entrance Examinations.
September	4, 1895—First Semester Begins.
September	4, 1895—Class Organizations.
September	5, 1895—Recitations Begin.
November	28, 1895—Thanksgiving Day.
December	2, 1895—First Recital by the School of Music.
December	24, 1895—Christmas Vacation Begins.
January	2, 1896—Holidays End. Recitations Resumed.
January	15, 1896—First Semester Ends.
January	16, 1896—Second Semester Begins.
January	22, 1896—Day of Prayer for Colleges.
February	22, 1896—Washington's Birthday.
March	9, 1896—Second Recital by the School of Music.
May	29, 1896—Academic Graduating Exercises.
May	30, 1896—Elocutionary Recital.
May	31, 1896—Baccalaureate Sermon.
June	1, 1896—Reunion of Literary Societies.
June	2, 1896—Annual Reception of the Alumni.
June	2, 1896—Classical Concert by the School of Music.
June	3, 1896—Annual Exhibition by the School of Art.
June	3, 1896—Lecture to the Literary Societies.
June	4, 1896—COMMENCEMENT.



MISSOURI VALLEY COLLEGE.

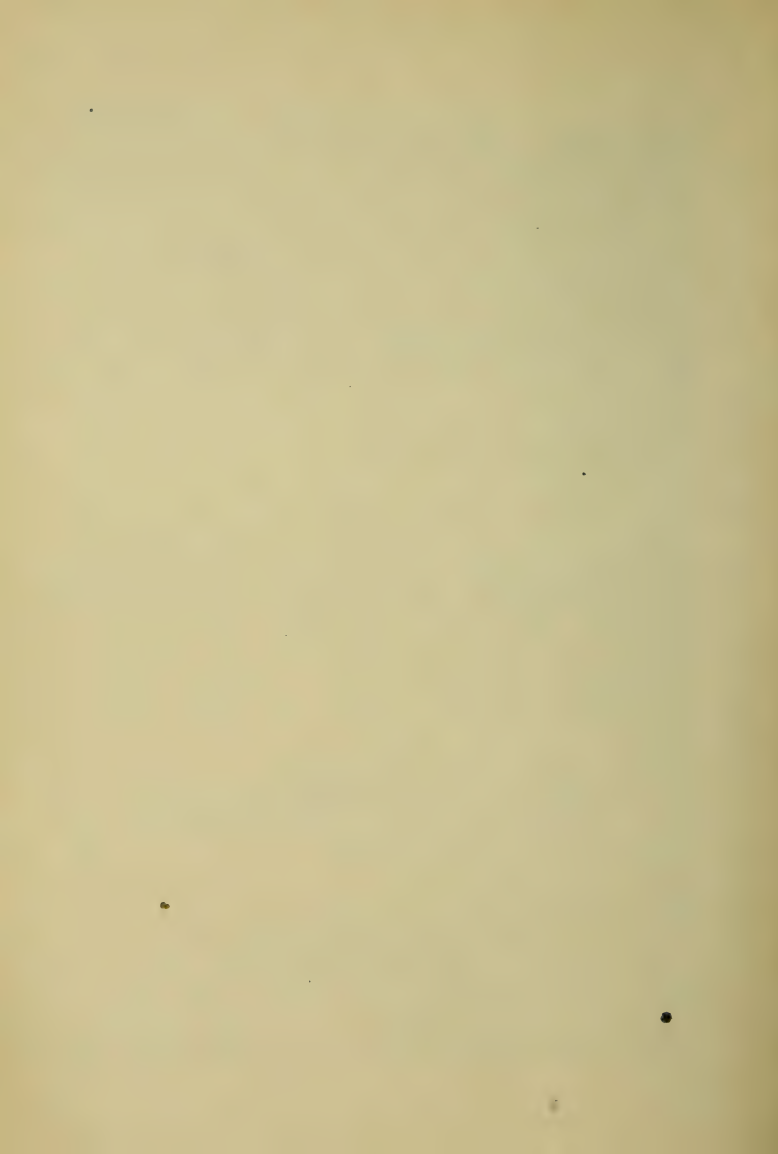
Seventh

Annual Catalog

Missouri Valley College,

Marshall, Missouri.

1895-96.



PREFACE.

MISSOURI VALLEY COLLEGE was founded for the purpose of Christian education, and is under the control of the Synods of the Cumberland Presbyterian Church in Missouri, Kansas, Nebraska and Colorado. It was located at Marshall, Mo., in the spring of 1888, by a Board of Commissioners appointed for that purpose, and is chartered to exercise the privileges and perform the duties of a College.

The College is co-educational. The time is past when it was necessary to argue the importance of co-education. It is helpful to both sexes to be brought together in the recitation rooms. It helps their manners, stimulates endeavor, conserves morality, and fosters self-respect and self-control. It is nature's order, and nature is a good teacher. Experience confirms nature's law, and hence all leading institutions are being brought into conformity with it. Only belated minds oppose co-education in these days.

The following pages contain the facts concerning the organization, management, faculty, departments, courses of study, aims, work, advantages, and, in general, all information concerning this institution of learning. Persons contemplating attendance here are requested to study these pages carefully.

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Piano.

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REV. J. F. KEMPER,
Easter Sermon.

REV.
Baccalaureate Sermon.

Oration to Literary Societies.

Commencement Oration.

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ARTHUR E. PERRY.

AIM AND WORK OF THE COLLEGE.

Missouri Valley College aims to give to each student a thorough college training of the highest order. Those who wish to get diplomas by the easiest method are not expected here. She does not enter into competition with any other so-called college with a view to furnishing a short-cut to an education in order to get students. Her first motto is "thorough work of the highest order." Her graduates will never blush to confess their *alma mater*.

In order to accomplish the end of her existence, she provides an ACADEMIC COURSE of study that all her students may be thoroughly fitted for admission to the Freshman Class of the College. She also provides a CONSERVATORY OF MUSIC for those who wish to become proficient in this accomplishment, and a SCHOOL OF ART for those who desire to perfect themselves in drawing and painting. THE COLLEGE, however, is that around which everything else is grouped, and to which every other department is subordinate.

THE ACADEMY.

Because of the inferior work done in many schools in the West and because of the importance of a thorough preparation before entering college, it is necessary to maintain a preparatory department. This is very full in Missouri Valley College, three years being given to the Academic Course. Students are not required to spend three years in the Academy if their studies have been sufficiently advanced to admit them to the higher classes. They will be examined upon entrance and assigned to the classes for which they are fitted.

Those who pass the final examinations and graduate in the Academy are prepared, not only for the Freshman Class of this College, but for the same standing in the highest colleges in the East.

Students who successfully complete the Academic Course are entitled to rank *cum laude*, *magna cum laude* or *summa cum laude*, as their grades will warrant. See page 66 for further explanation.

No girl will be admitted as a student in the Academy unless she is thirteen years old.

No boy will be admitted as a student in the Academy unless he is fourteen years old.

THE ACADEMIC COURSE OF STUDIES.

SEMESTER*	JUNIOR YEAR.
I.	<p>Old Testament History. 1 hour each week. Arithmetic. First Latin. 5 hours. English Grammar. English Composition. 3 hours. Physical and Applied Geography. 3 hours. 1st Latin Composition throughout the Course.</p>
II.	<p>Old Testament History. 1 hour. Arithmetic. First Latin: Gradatim. 5 hours. English Grammar. Primary Rhetoric. 2 hours. Elementary Elocution.</p>
SEMESTER.	MIDDLE YEAR.
I.	<p>Old Testament History. 1 hour. Elementary Algebra. Viri Romæ. Nepos. First Greek. 5 hours. Universal History. 3 hours. Elementary Rhetoric. Science Introduction. 3 hours. 1st Greek Composition throughout the Course.</p>
II.	<p>Old Testament History. 1 hour. Elementary Algebra (finished). Cæsar's Gallic War. Xenophon's Anabasis. 5 hours. Universal History (finished). 3 hours. English Literature. 3 hours.</p>

*The *first* Semester begins September 2, 1896, and ends Jan. uary 13, 1897; *second* Semester, Jan. 14, 1897, to June 3, 1897.

ACADEMIC COURSE OF STUDIES, Continued.

SEMESTER.	SENIOR YEAR.
I.	History of English Bible. 1 hour. Geometry. Cicero's Orations. 3 hours. Xenophon's Memorabilia. History of the United States. English Literature. 3 hours. Physiology. 3 hours.
II.	Biblical Introduction. 1 hour. Geometry, (finished). Vergil's Æneid. Homer's Iliad. 3 hours. Civil Government. 3 hours. Drawing. 2 hours. Elementary Physics. 5 hours. Physiography. 2 hours. <i>☞ Sight Reading of Latin and Greek preparatory to Admission to the College.</i>

NOTE.—The academic course for Philosophical and English students is the same as the above, *except Greek*.

Four hours a week will be given to each subject, except where otherwise indicated.

Elementary Elocution is *required* in the Academy.

See page 15 for full exposition of the Academic Course in English.

THE COLLEGE.

There are three courses of study open to students in the College: The Classical Course, leading to the degree of Bachelor of Arts (A. B.); the Philosophical Course, leading to the degree of Bachelor of Philosophy (Ph. B.); and the English Course, leading to the degree of Bachelor of Letters (B. L.).

REQUIREMENTS FOR ADMISSION.

Students desiring to enter the College must furnish satisfactory evidence of good morals, and evidence of regular dismissal from the school last attended.

They will be examined in the following subjects:

FOR ADMISSION TO THE CLASSICAL COURSE.

I. THE BIBLE.

Old Testament History—Patriarchs and Kings.
History of the English Bible.
Biblical Introduction.

II. MATHEMATICS.

Arithmetic—Including the Metric System.
Algebra.
Geometry—Plane, Solid and Spherical.

III. SCIENCE.

Elementary Science.
Applied Geography.
Physiology.
Physical Geography.
Elementary Physics.
Physiography.

IV. LATIN.

Grammar.
Prose Composition.
Cornelius Nepos.
Cæsar's Gallic War.
Vergil's Æneid.
Cicero's Orations.
Reading at sight.

V. GREEK.

Grammar.
Xenophon's Anabasis.
Xenophon's Memorabilia.
Homer's Iliad.
Prose Composition.
Reading at Sight.
Greek History.

VI. HISTORY.

Outlines of Universal History (*Ancient, Mediæval, Modern*).
History of the United States.

VII. ENGLISH.*

Grammar.
Prose Composition--Primary Rhetoric.
Elementary Rhetoric.
English Literature.
Elementary Elocution.

*In order to make plain what is frequently unappreciated, attention is directed to the explanation on page 15 of what is done in English in the Academy. This will make clear the above requirement.

ENGLISH LANGUAGE AND LITERATURE.

Courses of Instruction in the Academy.

I. and II. ENGLISH GRAMMAR. The aim of these courses is to make a practical study of the fundamental principles of English Grammar, until the observance of the grammatical rules and laws becomes the student's *second nature*. Prose and poetical selections are analyzed and parsed.

TEXT: Whitney and Lockwood's *English Grammar*.

III and IV. COMPOSITION AND PRIMARY RHETORIC. These courses are designed to give the pupil constant practice in the writing of reproductions, developments, paraphrases, compositions, and essays. The more simple rhetorical principles are taught as a preparation for the more advanced elementary rhetoric

TEXTS: Keeler and Davis's *Studies in English Composition*; Hawthorne's *Twice-Told Tales*; Butler's *School English*; Lamb's *Tales from Shakespeare*.

V. ELEMENTARY RHETORIC. In this course the elementary rules and principles of rhetoric are carefully studied and made practical by the writing of compositions and essays. Much attention is given to the correction of exercises and to the rhetorical analysis of selections from prose literature.

TEXTS: Genung's *Outlines of Rhetoric*; Irving's *Sketch Book*.

Prerequisites: Courses I, II, III, IV.

VI and VII. ENGLISH LITERATURE. It is proposed in these courses to lead the pupil into the reading and study of English Literature. Standard works of prose and poetry are read and discussed, while the reading is supplemented by reproductions and critical essays. The course of reading for 1896-1897 is the course adopted by the "Commission of Colleges in New England on Admission Examinations :—" Shakespeare's *Merchant of Venice* ; Shakespeare's *Midsummer Night's Dream* ; Milton's *L' Allegro, Il Penseroso, Comus, and Lycidas* ; Longfellow's *Evangeline* ; Macaulay's *Essay on Milton* ; Webster's *First Bunker Hill Oration* ; Defoe's *History of the Plague in London* ; Irving's *Tales of a Traveller* ; Scott's *Woodstock* ; George Eliot's *Silas Marner*.

TEXTS: Standard annotated editions of the above works.
Prerequisite: Course V.

The method for testing what has been done in English is as follows :

1. A short composition, correct in orthography, punctuation, construction of sentences and paragraphs, grammar, diction, and style, on a theme drawn from one of the books in Courses VI and VII. (Academy).
2. Criticism and correction of specimens of incorrect English.
3. A written examination on the fundamental principles of Grammar and Rhetoric.

NOTE.--Students desiring to enter college without meeting the above requirements, must produce grades, showing that they have completed a preparatory course equivalent, in all respects, to that laid down in the Academy for the study of the English language and literature.

FOR ADMISSION TO THE PHILOSOPHICAL COURSE.

The requirements for admission to this Course are the same as for the Classical Course, *except Greek*.

FOR ADMISSION TO THE ENGLISH COURSE.

The requirements for admission to this course are the same as for the Philosophical Course.

The object of the Classical Course is to furnish a finished college education. It admits of a full equipment by the study of Ancient Languages and Literature, Modern Languages and Literature, English Language and Literature, Philosophy, Mathematics and Science. It is the best preparation for a professional or literary career.

The object of the Philosophical Course is to furnish a good literary scientific training.

The object of the English Course is attained by the omission of some of the higher mathematics. It is recommended that the *Classical Course* or the *Philosophical Course* be taken rather than the English Course, if it be at all practicable. No one should decide fully upon any course of study without a full conference with the faculty.

OBJECTS OF COLLEGE INSTRUCTION.

THE BIBLE.

It suits our purpose well to quote the following extract from Charles Dudley Warner's editorial in *Harper's Monthly* for March, 1895 :

"The ignorance of the Bible among students in our public schools and colleges furnishes a curious illustration of the inadequacy of our educational machine to meet the requirements of life. It is significant, also, of a deeper miscarriage of our social and political life. We seem to be astonished that we cannot have public virtue without private virtue, and that a fair legislative and executive machine will not produce an honest and temperate community. * * * Take this matter of ignorance concerning the Bible. Recent statistics show that it exists to an extent inconceivable to any person a generation ago, in college students. And this ignorance is disclosed, not in attempted religious instruction, but in the study of the ordinary branches of a literary education in our universities and colleges. The pupils are entirely unable to understand a great mass of allusions in the masterpieces of English poetry and prose. Some of these pupils are victims of the idea that the Bible should not be read by the young for fear that they will be prejudiced in a religious way before their minds are matured enough to select a religion for themselves. Now, wholly apart from its religious or from its ethical value, the Bible is the one book that no intelligent person who wishes to come into contact with the world of thought and to share the ideas of the great minds of the Christian era, can afford to be ignorant of. All modern literature and all art are permeated with it. There

is scarcely a great work in the language that can be fully understood and enjoyed without this knowledge, so full is it of allusions and illustrations from the Bible. This is true of fiction, of poetry, of economic and philosophic works, and also of the scientific and even agnostic treatises. It is not at all a question of religion, or theology, or of dogma, it is a question of general intelligence. A boy or girl at college, in the presence of the works set for either to master, without a fair knowledge of the Bible, is an ignoramus, and is disadvantaged accordingly. It is in itself almost a liberal education, as many great masters in literature have testified. It has so entered into law, literature, thought, the whole modern life of the Christian world, that ignorance of it is a most serious disadvantage to the student."

The United States Commissioner of Education, William T. Harris, LL.D., our foremost American authority on education, and a thinker of rare insight, has the following to say upon our subject :

"It would seem that the great business of the preacher in our time is to make the Hebrew oracles throw light on modern situations. The less advanced among the preachers, however, are content to offer simply the old oracles without note or comment, or simply to take their hearers back to the Judean life and let them get what they can through the act of self-alienation. *Selbst-Entfremdung* is the most important thing in education, but it makes great difference what the *Entfremdung* is. If the pupil gets an alienation, or goes out of himself, in order to live over again Greek life, he gets great benefit from it. If he lives over Roman life he also gets great benefit, but his living over again Hebrew life is of still greater importance. But self-estrangement must be

followed by return to oneself, in order to be of any value. The pupil must come back from Greece and bring light to his own time ; so too he must come back from Judea and bring light to his own times. Unfortunately, the metaphorical expressions by which we express the spiritual insights of the Hebrews have become cant phrases, and glide into the ear without penetrating to the thought. We do not translate them internally as we ought into the vernacular of our own life and times. The most popular preachers, however, of our day are those who are best able to make this restatement of the Hebrew insights in our vernacular expression.

The Bible has been a required study in all classes in Missouri Valley College for six years. It is studied as a library of antiquity, as an authentic record of events, as a peculiar product of a national life, as a causal agency in the progress of civilization, and as a masterpiece in English literature.

Nine courses are offered, aggregating ten hours a week. The ground covered is Old Testament history, including a careful study of the archæology and sociology of the Jews ; New Testament history, involving an investigation of the current doctrinal and ethical tendencies, and a review of the sects and schools of the period ; Old Testament introduction ; New Testament introduction ; the history of the English Bible from the first translations or paraphrases to the Revised Version, including a study of the principles of translation, the peculiarities of the various versions, and the influence of the English

Bible upon the English people and language ; the History of the Bible, its original manuscripts and languages and the objects and processes of textual criticism ; the life of Christ, its events, teachings and results ; the life of Paul, in connection with the founding of the Christian Church and the development of Christian doctrine ; the Bible in the light of modern science and discovery, including a wide range of anthropological, historical, and scientific questions : Apologetics, including the metaphysical, ethical and historical grounds of theistic and Christian belief ; New Testament Greek, giving special attention to its distinctive features ; and Hebrew, the language of the Old Testament, the aim being to interest laymen as well as candidates for the ministry, in the study of this venerable tongue.

The objects of these courses of Bible study are :

1. To cultivate familiarity with the contents of that book which has so mightily affected the character and destinies, the institutions and literature of nations.

2. To come into sympathetic relations with that people of antiquity whose traits and ideals are uttered in that book.

3. To receive the intellectual and ethical stimulus which is certain to come from a rational insight into the motives and contents of that book.

4. To become able to translate intelligently, and to appreciate at their full value all those Biblical references, allusions, reproductions and images which are so numerous dispersed through all science, literature and philosophy.

5. To comprehend adequately the real source and support of the institutions and constitutions, the ethical traits and ideals of the civilizations of Christendom.

6. To receive the culture which comes from a scientific and literary mastery of this masterpiece of English literature.

WILLIAM H. BLACK.

THE DEPARTMENT OF THE ENGLISH LANGUAGE AND LITERATURE.

The value of the study and knowledge of the English language and literature is practical, disciplinary, and cultural. In his scholarly monograph on the *Study of English in the Schools*, Professor Woodward thus ably writes concerning the practical and disciplinary values of English study :

“The mother-tongue does not seek to enter the educational arena as a subordinate or alternating study. It is not one of the electives, servile to youthful vagaries, that dismember the curriculum and defy both raining and culture. By virtue of its mother-tongue quality, it is preliminary and prerequisite to all study, and claims the right to co-ordinate and direct all other studies. To say that ready use of the

mother-tongue is a prime condition to the successful pursuit of all other study, is about as axiomatic as to assert that a man cannot walk without legs. It is quite as true, if less apparent, that such knowledge is to be attained only by rational study of English; and in like manner that mastery of the language such as gives full appreciation of its thought-content, and excellent control of it as a medium of expression, is to be found only in earnest and unremitting study. This mastery is not acquired either by scholastic training in other tongues, or by superficial acquaintance with the mother-tongue, but by scientific methods of study that shall embrace its grammar, philology, and literature.

"There are two complementary reasons on which the mother-tongue bases its demand for supremacy in our educational systems. In the first place, English is the sole literature of ninety-nine hundredths of our people, and the best literature of the other hundredth. The body of the people know, wish to know, can possibly know, nothing or next to nothing of foreign books. If they touch them at all it is in translations; that is, in form at least, as English books. It is, in truth, an impossibility to expect any people to study foreign languages for literary culture; and this fact, while putting these out of the question, points to the native literature as the only means at command to compass this end.

"The second reason why English study should have the foremost place in our educational system, is found in the necessity of linguistic study for mental training. The strongest claim of English as a training study is based upon the ready solution of its constructions by the scientific method of logical analysis. The training value of form-study is subordinate; such work is chiefly useful as an introduction to

the study of constructions and the mastery of idiom. Syntactical study is, for English, the field of strongest linguistic training. The gain from the application of logical analysis to English construction, is seen in the fact that the analytical method forces the pupil to use his judgment and reason in the effort to understand the sense. Intelligence is called into play; for the pupil is no longer studying words as words, but as the expression of thought. He cannot deceive himself with formal concords and fixed rules; there are no concords and no rules. Memory is subordinate and reason is to the front. The sense is paramount, and any other process than that which gives the sense is in the way. Thus, there is enforced an attitude of attention and an act of discrimination highly disciplinary and not less cultivating. Parsing has to do with parts of speech, but logical analysis with parts of thought."

The cultural value of the study of English literature can be neither doubted nor measured. The happiest thoughts of the best and greatest minds from Chaucer to Tennyson, the deepest reasoning of the English thinkers from Bacon to Spencer—a literature equal, if not superior, to any other national literature, past or present, in the world—are at the disposal of the student of English thought and literature. These "fine frenzies" and profound meditations of the English poets and philosophers, the modern student can grasp and realize in his own consciousness, thereby purifying his soul and elevating his intellectual, æsthetic, and ethical nature.

COURSES OF INSTRUCTION.

I. RHETORICAL STYLE. Rhetoric is studied in a two-fold way : First, as an *art* or *constructive rhetoric*, which is concerned with the production of discourse ; second, as a *science* or *critical rhetoric*, which traces the laws of discourse through the standard works of literature. In this course the general principles and the fundamental processes of rhetorical style are carefully studied, as they are manifested in the different kinds of diction and in the structures of the sentence and the paragraph.

TEXTS: Hill's *Principles of Rhetoric*; Spencer's *Philosophy of Style*.

II. RHETORICAL INVENTION. This course is a continuation of Course I, and embraces a study of the fundamental principles underlying literary invention, with a critical analysis of the different kinds of discourse.

TEXTS: Hill's *Principles of Rhetoric*; Wendell's *English Composition*; Fletcher and Carpenter's *Introduction to Theme-Writing*.

Prerequisite: Course I.

III. ELEMENTARY ANGLO-SAXON. The phonology, grammar, syntax, and literature of the Anglo-Saxon language are studied chiefly for the light which they throw on the study of the English language and literature. This is an elementary course, and is designed for beginners. A careful

study of the grammar is made, supplemented by the translation of simple prose selections.

TEXT : Bright's *Anglo-Saxon Reader and Grammar*.

Course III. is open to Classical Sophomores and Philosophical Juniors.

IV. INTERMEDIATE ANGLO-SAXON. In this course the Anglo-Saxon syntax and literary forms receive careful attention, while more difficult prose selections are translated, followed by the translation of simple Anglo-Saxon poetry.

Texts : Bright's *Anglo-Saxon Reader*; Kent's edition of Cynewulf's *Elene*.

Prerequisite : Course III. [Optional.]

COMPARATIVE PHILOLOGY. In this course the general subject of Philology, or the Science of Language, is studied according to the following heads. General characteristics of language ; formation, or rise; growth and development; kinds; origin of words and of the parts of speech; beginnings of syntax.

TEXT : Whitney's *Life and Growth of Language*.

Course V. is open to Classical Sophomores and Philosophical Juniors. [Optional.]

VI. ENGLISH PHILOLOGY. This course is a scientific study of the rise, growth, and development of the English language. The history of the language from its earliest beginnings to the present time is traced, followed by a critical study of : the English vocabulary;

the principles of English etymology; the history of English inflections.

TEXTS: Emerson's *History of the English Language*; Earle's *Philology of the English Tongue*.

Prerequisite: Course III.

VII. SHAKESPEARE AND MILTON. English literature is studied both historically and critically. The beginnings, growth, and tendencies of English literature are viewed in the light of English history as a criticism, or interpreter of the same. In this course the poetry of Shakespeare and Milton will be considered. Special attention is to be given to Shakespeare's *Hamlet*, *Macbeth*, *Romeo and Juliet*, *Much Ado About Nothing*, and to Milton's *Paradise Lost*, Books I and II.

TEXTS: Pancoast's *Introduction to English Literature*; Corson's *Introduction to Shakespeare*. Standard annotated editions of the above texts.

Prerequisite: Courses III. and VI.

VIII. BROWNING AND TENNYSON. In this course the literary movements and tendencies in English literature from the time of Dryden to that of Tennyson are carefully traced and studied. The poetry of Browning and Tennyson will be considered with special regard to the *thought* and *spiritual vitality*.

TEXTS: Pancoast's *Introduction to English Literature*; Corson's *Introduction to Browning*; Brooke's *Tennyson*. Standard annotated editions of the poetical texts.

Prerequisite: Course VII. [Optional.]

IX. HISTORY OF ENGLISH PROSE FICTION. The purpose of this course is to trace the rise, growth, development, tendencies, kinds, and influence of English Prose Fiction from the days of chivalry to the twentieth century. Masterpieces of the different periods will be read and discussed.

TEXTS: Tuckerman's *History of English Prose Fiction*; Raleigh's *The English Novel*.

Prerequisite: Course III. [Optional.]

X. MYTHOLOGY AND ENGLISH POETRY. This course is designed to examine mythology as to its origin, nature, and significance. The leading myths are to be studied, analyzed, and interpreted; and their relation and value to English poetry to be determined.

TEXTS: Gayley's *Classic Myths*; Guerber's *Myths of Greece and Rome*.

Prerequisite: Course I. [Optional.]

Courses IX. and X. alternate.

The above is a detailed statement of the English work in Missouri Valley College and the reasons for pursuing it.

R. J. PETERS.

PHILOSOPHY.

Back of all Science, Mathematics, History, Literature, lies Philosophy, which deals with the fundamental postulates of every other branch of knowledge and of the practical life as well. It is the only study which brings into a proper unity the truth acquired in other departments. Philosophy is the science of sciences, the means by which the genetic principles of every other science are construed in their relations as the parts of one stupendous whole.

The threshold of Philosophy is *Psychology*; this introduces the student to the instrument by which the deeper problems of being are discerned and solved. This instrument, the soul, is studied as a unity, with manifold powers, in correlation with a body, through which it becomes conscious of an external world. In physiological psychology the soul is investigated as the seat of sensations, which come by means of external stimuli. Then the soul's process of construing these sensations and attaining knowledge is studied. Involved in the consciousness of sensation is feeling, which is separately studied because its phenomena are unique. Involved in the process of receiving and interpreting sensations is *will*, which also demands separate treatment because of its marked peculiarities. Knowing, feeling and willing constitute the complexity of the soul's activity as a unitary agent; this is the outcome of psychological investigation.

The soul being the subject of knowledge, its processes of acquisition are according to law. So far then as discursive knowledge is concerned, we are brought to an investigation of the principles and methods of *Logic*. Here we master the laws of reasoning, so that we are able to pursue intelligently and critically our further investigation of the rational ideas of the true, the absolute, the good and the beautiful.

Next in order, then, we study the contents of these ideals. The first is *Metaphysics*, the second is *Theism*, the third is *Ethics*, and the fourth is *Æsthetics*.

In *Metaphysics* the popular notion of reality is criticised and the truth developed as to its nature and laws, its implication of an infinite world-ground and its cosmical and psychological significance in the forms of matter, motion, force, space, time, life and the soul. In *Theism*, the nature and attributes of the World-ground, as an intelligent, personal, ethical unity are unfolded. In *Ethics* the rational grounds and general forms of Duty are developed. And in *Æsthetics* we learn the nature and laws of the beautiful, and its actualization in music, architecture, painting, sculpture, poetry, literature, oratory, histrionics and landscape.

The critical method of philosophical investigation brings principal theories (ancient and modern) under

review, and thus makes the student familiar with all types of thought, and thereby with the general history of Philosophy.

W. H. BLACK.

ELOCUTION AND HISTORY.

ELOCUTION. Elocution is popularly supposed to concern itself very little about the thought, but to give its attention entirely to delivery ; so tenaciously has this idea clung to the word that many teachers have discarded it and substituted for it the term, vocal expression. We here use the old term with the meaning now given the new one.

Elocution regards first of all the thought, and treats of the laws of thought as related to utterance. It calls for an analysis of thought in itself and in its purpose of delivery ; secondly, it calls for a mastery of the physical means (voice and body), of expressing the thought ; and thirdly, it requires a knowledge of the proper technical mode of accomplishing these results.

The technical part of delivery can not be separated from the study of mental action, for we find that most of the faults of delivery can be traced directly or indirectly to a psychic source. Voices that are habitually hard and cold, are usually so from the lack of imaginative action of the mind. A sing-

song delivery may be traced to a lack of control of emotion, or to the fact that the speaker is not swayed by the thought. The only adequate remedy for these faults and similar ones, is to train the mind to correct action. Some faults may be temporarily corrected by simply working on the technique, but such work can not effect a radical cure. The faculties of speech, like all others with which man is endowed, are not given in their highest state of development and perfection, but are susceptible of cultivation. Gladstone and Henry Ward Beecher may be cited as among those who have learned from experience that an intelligent, continuous drill is necessary to develop the highest power of the voice and to give the best use of it. The neglect of such training and the consequent improper use of the voice, is the direct cause of many diseases of the throat and loss of voice.

The style of oratory has changed somewhat, but there is an ever-increasing demand in our country for public speaking. We find that oftentimes public delivery is made the test of the training of the whole man. While so many of our students enter those professions which require an ability to speak, we can not afford to omit this important element of training. Aside from being a means of preparation for public speaking, the study offers inducements to the student seeking general culture. It is closely connected with

the study of the written language and literature, for vocal expression is one of the best tests by which to detect incompleteness of thought, or awkward use of language. By practice upon lyrics the imagination is cultivated and an appreciation of art developed. In the interpretation of literature the reader must put himself in the author's place and see with his eyes. The study which enables him to do this broadens his conception of men's motives of action and thought. Elocution, in its system of physical exercise for expression, gives the highest form of physical culture. It trains for erectness of form as the physical expression of lofty thought ; it trains for chest expansion and deep breathing as a means of expressing strong emotion ; it trains the members of the body for grace and ease of action as an expression of beauty in thought. Thus it has for its object the uniform normal development of man's physical powers that they may be responsive to thought and feeling, and the body may become an expression of the soul.

THE ACADEMIC COURSE includes : (1) Study and training to secure correct mental action in Reading and Speaking. (2) Elementary Principles of Vocal Culture ; (3) Pronunciation and Training of the Ear ; (4) Physical Training ; (5) Practical Study of Literature as Related to Expression.

THE COLLEGE COURSE includes : (1) Advanced Vocal Expression ; (2) Pantomimic Expression ; (3) Criticism ; (4) Study of Tennyson, Burns, Wordsworth, Browning and Shakespeare ; (5) Comparative Study of Various Authors in Relation to Expression ; (6) Original Composition and Extemporaneous Speaking.

HISTORY. History, as it lies at the root of all science, is also the first distinct product of man's spiritual nature, his earliest expression of what may be called thought —CARLYLE.

History is one of the first subjects to engage the mind of the student. As he enjoys the pages of human history about him, his interest is naturally aroused in the past, in those who have had to do with the formation of the present. The *necessity* of a knowledge of the subject confronts him at every step of his course. No satisfactory solution to many of the problems that confront him can be found elsewhere than in history. It is the key to a good understanding of literature, for without some knowledge of the times and surrounding conditions, the study of Chaucer, Spencer and Shakespeare would prove a puzzle to the most profound scholar. It furnishes a clew by which many of the mysteries of language have been unraveled ; it accounts for the theories of ancient philosophy and preserves for science valuable

data. But the subject of history is not literature, science or philosophy ; but man, his deliverance from moral evil and error, and his gradual approach to an ideal humanity and an exalted fellowship with God. Hence, in pursuing this study, the student is to consider himself as the subject and the text-book as a comment upon his past and present that shall enable him to read the future aright.

The student, it is presumed, comes to us with a fair knowledge of the history of his own State and country, and begins our course with the general history of ancient, mediaeval and modern times. After this general survey of the field of human events, he returns to the study of the history of the United States, laying less stress upon dates and details than upon the ability to distinguish significant and important events and their relations to each other. Next in order is the study of Civil Government. Here the student's knowledge of the local governments around him is extended, and their relations to each other made clear. A study of the State Constitution is followed by a study of the Federal Constitution, and instruction given upon the lessons of citizenship to be learned from each. The advanced course begins with a study of English History, and in following the history of its government, trade and customs we find much to explain in the constitutional,

intellectual and social advancement of our own nation. The principal study in this course will be given to the history of the constitution, the condition of the common people, the growth of trade, and the development of law. In the study of the Constitutional and Political History of the United States the development of the Government from the Revolution to the present, will be traced, and the causes which effected it will be studied. The History of Civilization offers a study of the earlier institutions and conditions out of which the social order of modern States has been developed.

Supplementary reading will be encouraged and required throughout the course.

JOAN C. ORR.

TEXT BOOKS IN ELOCUTION.

Classics for Vocal Expression.—*Curry*.

The Winter's Tale,	}	— <i>Hudson</i> .
Hamlet,		
As You Like It,		
Richard III.		

TEXT BOOKS IN HISTORY.

Universal History.—*Meyer*.

United States History.—*Johnston*.

Short History of English People.—*Green*.

History and Constitution.—*Johnston.*

American Politics.—*Johnston.*

Civil Government.—*Fiske.*

Mediaeval Europe.—*Emerson.*

Civilization During the Middle Ages.—*Adams.*

During the coming year a limited number of private pupils will be accepted in the School of Elocution.

TERMS.

Single Lessons, One Hour	\$1 00
Lessons Per Month, Two Lessons Per Week...	5 00
Lessons Per Semester, “ “ “ “	20 00

LATIN AND GERMAN.

The beginning and foundation of knowledge is language; only by its aid do our own thoughts become clearly revealed; by it we come into fellowship with mankind, and without it we should be isolated and alone. Language is not born with us, but must be acquired anew by each individual of and for himself, like knowledge of any other kind; words in their meaning and value are learned gradually by close attention and frequent repetition, their contents expanding to keep pace with our mental growth; this is not so apparent because it takes place in conjunc-

tion with the acquisition of other knowledge, but it is none the less true. When we reflect that the vocabularies of intelligent and well-informed people seldom exceed five thousand words, while the English language contains upwards of one hundred thousand words, it will be evident that the language must be studied as an organic whole, and as to its structure, derivation, composition and history, if the student is to be put into possession of the means of interpreting and understanding even a fair part of the great body of our speech.

Two westward-flowing streams of civilization, emanating from the Aryan home of our forefathers and tending, one across the northern, the other across the southern, part of Europe, met in England and gave us as a result of their intermingling, English civilization and the English language. The northern current of influence came to us through the Teutonic races, of whom the best representatives are the Germans; the southern current reached us through Rome. Roughly estimated, the English vocabulary is from one-fourth to one-third Latin, and Germanic to about twice this extent. If we would understand our own history, civilization and culture, and the wealth of our own language, we must go back to the classic nations of antiquity and study the development of that greatness which is the foundation of our own.

THE LATIN affords one of the best illustrations of synthetic language, and by reason of its regularity of form and syntax, and its precision and exactness, furnishes an instrument for beginning the subject of language unsurpassed by any other. When we consider in addition to this the magnitude and importance of the ancient Roman Empire, its literature, the models of law and government it bequeathed to the world, how the language has perpetuated itself in the Italian, French and Spanish languages, how the Spanish has crossed the Atlantic and overrun a large portion of the western hemisphere, it is no longer a matter of surprise that in the secondary and higher schools of Europe and America, Latin is so extensively studied, and that in these countries hardly a respectable literary school can be found whose courses do not contain a considerable amount of required Latin; long ago called one of the humanities] from a conviction of its value as a factor in a liberal education, and in a broad and generous culture, it has stood the severe test of the nineteenth century; elucidated and polished by the unremitting study of generations of scholars, this language with its literature furnishes an indispensable means of discipline for the unfolding mind of youth, and great lessons in history and in the course of civilization.

THE GERMAN LANGUAGE demands our consideration, not only because of its intimate relationship to our own speech, but as well because of the commanding position to which Germany has risen in the last quarter of a century among the nations of Europe. In the number and high excellence of her universities, in her thorough educational system, in the prowess of her soldiery, and most of all in the volume and very superior excellence of her literature, she stands conspicuous and unsurpassed. So far have the Germans pushed their investigations in all departments of knowledge, that students engaged in graduate work in American universities are obliged to possess at least a reading knowledge of German. The large German element in our population is, from a practical standpoint, a sufficient reason for the study of the language at school by any who may reasonably count on coming much in contact with people of this nationality. In short, the German language, now so extensively studied in this country, and already forming a necessary part of Philosophical and Scientific Courses in all the leading colleges of our land, can no longer be neglected by any college student who aspires to a well rounded course and liberal education.

ALBERT MCGINNIS.

SCHOOL OF GREEK.

This course begins in the middle Academy. Special attention is paid to the study of forms, inflection, accent and elementary points in syntax in the earliest stages of the subject. Correct accent and pronunciation are rigidly insisted upon. No one can lay claim to an accurate knowledge of Greek unless he has mastered the rules of accent. These are necessary in order to lay a good and deep foundation for Greek composition further on in the course. Another essential to a good reading knowledge of Greek is a vocabulary. Root words are required to be learned thoroughly, then derivatives are to be pointed out, and their meanings traced directly or indirectly to these original roots. Frequent translations are made from the Greek into English, to be retranslated into idiomatic Greek. The grouping system of learning a vocabulary is practiced, thus enabling the student, by these groupings and frequent reviews and Greek translations, to acquire the Greek arrangement and vocabulary and style of the author he is reading with a comparatively little outlay of time. In the *Academy* Greek prose, based upon the text of the *Anabasis*, is commenced and continued under different forms in the college. Greek Grammar is taught throughout the whole course. The reading of the *Anabasis* is commenced at the earliest time possible—

at the end of six months' study. In connection with it the points of syntax, as they occur, are discussed. This is then followed by the Memorabilia, giving the student a knowledge of the Socratic method of teaching. Next in the course is the Iliad or Odyssey of Homer, introducing the student into the oldest form of Greek, and the first and primitive division of Literature—the Epic. Greek History is studied in the Academy, and made one of the requirements of admission to the College. In this the manners, customs, morals, mythology and history of the ancient Greeks are studied, enabling the student by such knowledge to understand more thoroughly and to interpret the literature better. In the Freshman year Ionic Greek is studied in Herodotus, followed by the Phædo—setting forth Greek Philosophy as taught by Plato and Socrates. In the Sophomore year Demosthenes de Corona is read, a fine sample of Greek oratory when at its zenith, followed by the inimitable Oedipus Tyrannus, equalled by few, surpassed by none. In this year's work a course of Greek Literature, dating as far back as Homer, and extending down to almost the Christian era, is given. In this literature is treated in its six divisions: Epics, Lyrics, Drama, Oratory, History and Philosophy. Each division is taken up separately and discussed, giving an outline of all the masterpieces of Greek Literature. In the

Sophomore year a course is given in New Testament Greek, the attention being specially directed to its peculiarities. In the Junior Year texts are studied from Euripides, Aeschylus, Aristotle and Aristophanes.

The *first* reason I would give for the study of Greek is on account of its disciplinary value. Few subjects can furnish as good a mental drill. The accuracy of its expressions, the beauty of its periods, and the absence of ambiguity, make it a powerful factor in the cultivation of the mind. 2d. This course is designed for language teachers, whether in the secondary schools or colleges. The Latin and Greek languages are so closely related to each other that whoever anticipates becoming a Latin teacher should study Greek also. 3d. This course is suited for those who have not made a choice of their profession, but are aiming only to complete an education. 4th. Students who expect to make an exhaustive study of literature, should have this course. The foundation of all literature dates back to the Greek, and he who is not acquainted with Greek thought and Greek philosophy, either in the original or in translation, cannot be said to have a very wide view of literature. 5th. This course is indispensable for the young minister. The demands of the times require the ministry to be better equipped than in the past. No

young preacher with ability can afford to omit Greek. It is a subject he will use every day in his study. In view of these few reasons, I would say, study Greek.

W. E. GRUBE.

FRENCH.

FRENCH begins as a required study with the first semester of the Sophomore year in the Ph. B. course, and continues through the year four hours per week. In the first semester special care is given to grammatical forms, syntax, pronunciation and the conversion of English into idiomatic French in connection with the reading of some easy French selections. Sight reading is practiced from the beginning of the course to familiarize the student with the French words, and to acquire an independence of the vocabulary. In the second semester stress is laid upon the interpretation and history of the literature and manners and customs of the French, accompanied by French composition, the reading of dramas, the writing of short French essays, and the more difficult points in syntax. The aim of the second half of the year is to go over much ground, under the impression that the more read, the better the student can grasp the language. Easy selections will be given for outside

reading and examination. There are also elective courses in the Sophomore and Junior years for the A. B. degree.

Some of the more important reasons for the study of French are:

First, It has been and still is, to a large extent, the universal language—the language of courts, of diplomacy, of international congresses and conferences, and of strangers of different nationalities to one another; this fact has given it a peculiar value and prestige.

Second, A large part of our speech derived from Latin sources has come to us through the French with a consequent modification of form and meaning. As a result of the Norman conquest, the French was so engrafted upon the native language that it has become a constituent and essential part of the English tongue.

Third, France is one of three great nations of Europe which stand in closest relationship to us. During our whole history as a nation, her attitude toward us has been friendly and sympathetic. We have French neighbors just across our northeastern boundary, and on our southern coast we have French citizens.

Fourth, The French language excels in simplicity and conciseness of expression; its statements are

direct, its paragraphs brief, its sentences not involved; at the same time it possesses in the very highest degree the capacity of being polite, ornamental and polished. The historic importance of the nation whose language it is, its literary treasures, and the prevalence of its study, sufficiently attest its value for purposes of general culture.

NATURAL HISTORY.

The value of the Natural History Sciences as educative agencies is probably not so apparent to the student or his parents as the study of mathematics, languages and history with which they have been familiar for a much longer time. This group of studies is not only very close to human interests from the practical side of life, but it is at the same time without a superior in several aspects of our many-sided mental development as students. The reasons for the study of Biology and kindred subjects lie in these facts:

1. These studies bring into play the early developed but usually neglected impulse toward observation and discovery. Children want to see and know about everything. They love nature. The neglect of this fact in early years will frequently result in prac-

tically quelling the tendency to observe, and in cutting off one of the chief sources of pleasure and profit in after-life. Here they are taught to observe carefully and systematically.

2. When properly taught these sciences do this in such a way as to encourage independence on the part of the student. The student should learn to do something outside the influence of authorities, teacher and text-book. He learns here to say, "I have discovered this to be true," instead of "The book says thus and so." This is an immense gain from the standpoint of mental independence and self-respect. It is in the lack of this where lies whatever of truth there may be in the statement that a classical college training unfits a man for practical business life. Proper college training is the best equipment for any useful life.

3. As a result of his observations the student obtains a body of facts which are not only useful to him in later mental processes, but serve him well in a practical way in many of the professions. The farmer should be something of a botanist, chemist and geologist ; the physician and pharmacist must, of course, be versed in anatomy and physiology—the co-ordinated divisions of biology ; so the mining and civil engineer needs geology ; the stock breeder, zoology, and every man, woman and child should have a correct understanding of the functions and needs of his own body, from a purely practical standpoint.

4. Nature, for certain fundamental reasons, offers materials readily susceptible of classification, and the facts of nature fall readily into categories ; therefore, the study of nature, properly conducted, leads the student to classify things ; but this involves the ability to distinguish between essential and non-essential facts, between the related and the unrelated ; in other words, discrimination.

5. The complete statement and characterization of these facts, their importance and their relations, demands an exactness of expression which must serve to cultivate the powers of language-use and the choice of forms of speech, and contribute a precision of style which perhaps no other class of studies, except of language and literature, can accomplish.

6. The Biological and Physical Sciences call into play that form of reasoning which will be most needed and used by the student in the acts and conclusions of his practical after-life. He will be trained thereby to make more correct inferences from isolated details, and will in consequence be the more self-reliant, well-balanced, ready man because of his training.

Missouri Valley College offers the following courses of study in the department of Natural History :

A. BIOLOGY.**I. ACADEMY.**

1. Elementary Science Lessons.
2. Anatomy and Physiology of the Human Body.
(Intermediate).

II. COLLEGE.

1. General Biology.
2. Botany, Structural.
3. Zoology (Animal Morphology).
4. Comparative Physiology.

B. GEOLOGY AND METEOROLOGY.**I. ACADEMY.**

1. Geography, Political, Historical and Physical.
2. Physiography (Intermediate).

II. COLLEGE.

1. Geology.
2. Meteorology.

In addition, upon demand of graduate or advanced students, courses of work will be arranged, especially in Biology, looking toward a course in medicine or suited for teachers.

T. W. GALLOWAY.

PHYSICS AND CHEMISTRY.

In our day no one can claim to be liberally educated if unfamiliar with at least the fundamental principles of Physics and Chemistry. Recognizing this fact, every college and university now has more or

less *required* work in both these subjects before granting a bachelor's degree. This is right and proper for several reasons. First, because they are both inductive sciences with mathematical principles applied throughout, and hence as disciplinary studies they have the double advantage of giving a drill in the rigorously exact methods of mathematics, and using at the same time strictly inductive methods in connection with the laboratory practice. Secondly, Physics and Chemistry are the most practical of all the sciences. The principles of which they treat are the foundation stones upon which the material side of our nineteenth century civilization rests. Lastly, in the laboratory not only is the mind trained, but the eye is rendered quicker and the hand more certain and deft in its touch. The fact that Physics and Chemistry are sciences in which discoveries and new applications of principles are being made almost daily, adds to the zest with which a student applies himself to them, and therefore increases the benefit to himself.

The first subject studied in this department is *Elementary Physics*, where a preliminary view is had of the leading principles of Physics as illustrated by experiments in the Laboratory. Perhaps no other subject studied during the entire Academy and College course does so much as this one to mentally quicken the student and to broaden his views of na-

ture. The course is put as late as possible in the Academy to enable the pupils to acquire a sufficient knowledge of Geometry and Algebra to understand the formulas which summarize the results of their experiments in the Laboratory. Regular recitations, interspersed with frequent written exercises, are had five hours each week during the Second Semester of the Senior Academic year, with a view to aiding the student in readily and accurately expressing the conclusions drawn from the experiments. As a text-book Gage's "Introduction to Physical Science" is used.

Throughout the Senior Year in the College four hours each week are devoted to the course in *Advanced Physics*. This is intended to present to the student not only the fundamental principles of Physics, but so far as possible the methods by which these have been established. The Physical Laboratory has been supplied with apparatus enabling the student to make measurements in the subjects studied. The work in this course is begun with a brief consideration of Matter, Energy and Physical Quantities. A somewhat extended study of Mass-Physics follows. The measurement, transfer and effects of Heat are then studied. The course closes with the study of the Physics of the Aether, especial attention being given to Radiant Energy and Electro-kinetics. The text-book used is Barker's "Physics;" Anthony and

Brackett's "Text-Book of Physics" and Daniell's "Physics" being used as reference works.

GENERAL CHEMISTRY. Since the study of Chemistry is of little value unless accompanied by Laboratory practice, each student has a desk and is required to make experiments which have been outlined, and to observe and describe while in the Laboratory the results obtained. Knowledge thus acquired is the most real that a student can have of the subject, but, on account of the time required, is somewhat limited in scope. For the purpose of broadening the student's knowledge, and for training in ready and accurate expression of knowledge, frequent oral and written recitations are had on the facts and theories of the science. In the first part of the course the occurrence, mode of preparation, physical and chemical properties, and compounds of the most important and typical non-metallic elements are studied in detail. The remaining non-metallic elements are considered more briefly. In a similar manner typical metallic elements are studied thoroughly while the others are only briefly considered. Special stress is laid upon the scientific relations existing between the different elements and compounds. The course embraces the estimation of quantities by gravimetric and volumetric methods, the calculation of the volumes of gases by the laws of Boyle and Charles eudiometric syntheses, the de-

termination of formulas and writing of reactions. General Chemistry is studied six hours each week during the first semester of Freshman year. Remsen's Introduction is used as a text-book.

The subject of *Qualitative Analysis* is begun with a study of the base-formers, each group being taken by itself and the chief properties of its members shown and compared. After the properties of each group are studied, a method for the separation of the group from other groups, and for the separation of the members of the group itself is given and illustrated by a number of analyses? After the bases have been thus studied, a somewhat similar method is followed with the acids. It is aimed to assign then a sufficient number of complete analyses to make clear both the theory and the practice of Qualitative Analysis.

MINERALOGY. The course in Mineralogy is assigned to the first semester of the Sophomore year. The method of instruction adopted is to give a brief course in Crystallography and the general physical properties of minerals. Following this is a course in Qualitative Blowpipe Analysis. The remainder of the time is spent in the determination of mineral species by means of their characteristic blowpipe and other reactions. Dana's "Manual of Mineralogy" is the text-book used.

ORGANIC CHEMISTRY. This course will be especially valuable to those students who contemplate entering the profession of medicine. The general relation of the carbon compounds is considered, typical analyses are made, and various derived products are produced in the Laboratory. Especial attention is given to the Methane and Ethane series, the carbohydrates, the derivatives of Hydrocarbons of the Benzine series and the Alkaloids. Six hours each week throughout one semester are given to Laboratory and class-room work in this subject. Remsen's "Organic Chemistry" is used as a text-book.

JOHN M. PENICK.

MATHEMATICS.

Mathematics, considered as the science of exact relation, is divided into three branches: 1. Arithmetic. 2. Geometry. 3. Analysis.

1. The subject of Arithmetic is so well understood as to require no explanation here.

2. Geometry has for its object the investigation of the properties and relations of magnitudes, by reasoning directly upon the magnitudes themselves or upon their pictorial representatives. The magnitudes, considered at this branch of mathematics, are simply *lines, surfaces, volumes and angles.*

Geometry is divided into two parts:

1. *Elementary Geometry*, which treats of those magnitudes whose elements are the right line and circle. It embraces all propositions relating to figures bounded by straight lines, circles, or portions of circles, together with the surfaces of the sphere, cylinder and cone. It treats of the properties of all volumes bounded by plane faces, together with the three round bodies, the sphere, the cylinder and the cone.

An immediate application of this part of Geometry is to plane Trigonometry, which treats of the relation between the sides and angles of plane triangles. It also embraces the construction of all problems, which can be performed by the aid of the circle and straight line alone.

2. *Higher Geometry* embraces all propositions appertaining to magnitudes, whose elements are more complex lines than the straight line and circle; such as the Conic Sections, &c. It includes the solution of all geometrical problems, which cannot be solved by the circle and straight line.

3. Analysis embraces all that part of mathematics in which the quantities considered are represented by letters, and the operations to be performed are indicated by means of signs or conventional sym-

bols. Analysis is generally treated of under the heads of *Algebra*, *Analytical Geometry* and *Calculus*.

1. Algebra investigates the relations and properties of numbers analytically. It consists of two parts: Elementary and Higher, or, as it is sometimes called, Transcendental Algebra.

Elementary Algebra investigates the methods and principles of performing what are called the ordinary operations of Algebra. It also embraces the investigation of the nature and properties of *algebraic* equations. Higher, or Transcendental Algebra treats of those quantities which cannot be expressed by a finite number of algebraic terms. It also investigates the nature and properties of transcendental equations, that is, all equations which are not algebraic.

2. *Analytical Geometry* is that part of analysis which has for its object the analytical investigation of the properties and relations of geometrical magnitudes. It is divided into two parts—Determinate and Indeterminate. Determinate Geometry includes the entire subject of the application of algebra to the solution of geometrical problems. Indeterminate Geometry embraces those investigations in which the relations between the co-ordinates cannot be expressed by the ordinary operations of algebra. It discusses a great variety of curves, such as the cycloid, logarithmic curve, curve of sines, tangents, &c., spirals of all

kinds, together with the corresponding surfaces of which these lines form elements.

3. Calculus is that branch of analysis which treats of Continuous Number, and is chiefly occupied in deducing the relations of the infinitesimal elements of such number from given relations between finite values, and the converse process, and also in pointing out the nature of such infinitesimals and the method of using them in mathematical investigation. It is divided into the principal parts—Differential Calculus, Integral Calculus, and the Calculus of Variations. Differential Calculus explains the relations which functions bear to certain derived functions, called their differential co-efficients. It also explains the method of applying them in the discussions of the higher branches of Analytical Geometry, or in the various branches of Mathematical Philosophy. Integral Calculus shows how to pass from any function, regarded as a different co-efficient, to the function from which it might have been derived. It also shows how the subject is applied in the investigations of Analytical Geometry and Physical Science. The Calculus of Variations is the highest branch of mathematics, and treats of the law of the forms of functions and explains the method of applying its principles to transcendental problems, and to the more complicated investigations of physical science.

Such is a rapid outline of the great divisions, and of the most important sub-divisions, of the science of mathematics.

The subject before us has engrossed the attention of both ancient and modern nations. There is not a day but its immense importance is felt. There is not a nation but would gradually sink and disappear were it not for its supporting influence. It forms the great corner-stone of the "Temple of Science," as well as the covering. It claims not only the humblest position, but the most exalted ; it is not only the measurement of the summit of man's ambition, but of the depth of his degradation. Without a knowledge of quantity and numbers, the world would present a far different aspect from what we now see. The groaning of the laboring engine and the clatter of machinery would never have grated on the wild man's ear. Still his bark hut would occupy the foundation of our noblest edifices. Commerce would have been banished from our waters, now whitened with the sails and adorned with the colors of all nations. Where now we see our workshops of all kinds, we should behold the forest oak as of old ; beneath its shade would stroll the red man of the wilderness, and we, ourselves, should to-day be a race of savages.

It is an established fact that, where this science is most generally understood, there we find those in-

dividuals who are capable of discussing the momentous affairs pertaining to civilization. Why is this? Simply because we cannot obtain any expertness in mathematical solutions or applications unless we understand the basis on which they rest—thus teaching us to begin at the very foundation of any intricate subject if we would understand it, which alone is the “Golden Rule” to success.

The art of reasoning, like other arts, can be perfected only by *long* and *vigorous exercise*—exercise that will *grind* the rust from our minds, wake up dormant faculties and make them “ten times faster glide than sunbeams.” Such discipline of the mind, and only such, can lead us into habits of fixed thought and earnest study. There is not much difficulty in fixing the attention on any important point which pleases the fancy. This done, and we are prepared to search out with a good will the various parts and properties of any subject of thought ; then study becomes a pleasure and not a pain. We claim for mathematics this peculiar property. There is a fascination about it which causes the mind to seem at play with angles and figures. Every concentrated thought is but another link “taken up” in the perpetual chain of reasoning, which renders every following thought perfectly clear and plain by those which have gone before.

Such is the Science of Mathematics, by the use of which we bind the heavens and the earth in a network of calculations, and center in our minds those chords over which thoughts flash, and, with electrical rapidity, mount the dome of celestial and illuminated truth. *The Science* of Sciences; that science which forms the very mind itself and fits it to grapple with the grandest thought; that science which plows the seas, measures the earth and binds nations in commercial intercourse; that science by which great and mighty discoveries are being made—discoveries that, like the obelisks and pyramids of Egypt, will stand monuments of our fame to succeeding generations—is the Science of Mathematics.

A. J. McGLUMPHY.

SCHOOLS OF INSTRUCTION IN THE COLLEGE.

SCHOOL OF BIBLICAL INSTRUCTION.

DR. BLACK.

- I. Life of Christ1 W. First Sem.
- II. Life of Christ 1 W. Second Sem.
- III. New Test. Greek 1 F. Prof. Grube, First Sem.
- IV. New Test. Greek 1 Th. Prof. Grube, Second Sem.
- V. Life of Paul 1 S. First Sem.
- VI. Life of Paul.....1 S. Second Sem.
- VII. Genesis and Science...1 T. First Sem.
- VIII Genesis and Science...1 T. Second Sem.
- IX. Apologetics.....1 Th. First Sem.
- X. Apologetics1 Th. Second Sem.
- XI. Hebrew.....2 First Sem.
- XII Hebrew.....2 Second Sem.

I, II, III, IV, VII, VIII, IX, X required for A. B. degree.

I, II, V, VI, VII, VIII, IX, X, required for Ph. B. degree.

I, II, IX, X, required for B. L. degree.

SCHOOL OF THE ENGLISH LANGUAGE AND LITERATURE.

PROF. PETERS.

- I. Rhetorical Style2 First Sem.
- II. Rhetorical Invention2 Second Sem.
- III. Elementary Anglo-Saxon..... .2 First Sem.
- IV. Intermediate Anglo-Saxon..... .2 Second Sem.
- V. Comparative Philology..... .2 First Sem.

- VI. English Philology.....2 Second Sem.
 VII. Shakespeare and Milton.....2 First Sem.
 VIII. Browning and Tennyson.....2 Second Sem.
 IX. History of English Prose Fiction2 Second Sem.
 X. Mythology and English Poetry2 Second Sem.
 Courses, I, II, III, VI, VII, required.
 Courses, IX and X, alternate.

SCHOOL OF PHILOSOPHY.

PROF. MCGINNIS.

- | | | |
|-----------------|---|--------------------|
| I. Psychology. | } |4 First Sem. |
| II. Logic | | |
| III. Ethics. | } |2 Second Sem. |
| IV. Æsthetics. | | |
| V. Metaphysics. | } |4 Second Sem |
| VI. Theism. | | |

I, II, V, VI, required for A. B. and Ph. B. Degrees. I and II, required for B. L. degree.

SCHOOL OF SOCIOLOGY.

DR. GALLOWAY.

- I. Sociology2 First Sem.
 II. Economics.....2 Second Sem.

SCHOOL OF HISTORY.

MISS ORR.

- I. History England2 First Sem.
 II. History England2 Second Sem.
 III. Constitutional History2 First Sem.
 IV. History Civilization.....2 Second Sem.
 I and II required

SCHOOL OF ELOCUTION.

MISS ORR.

- | | | |
|-----------------------------------|---|-------------|
| I. Advanced Elocution..... | 2 | First Sem. |
| II. Advanced Elocution..... | 2 | Second Sem. |
| III. Shakespearean Readings | I | First Sem. |
| IV. Shakespearean Readings..... | I | Second Sem. |
- I and II required.

SCHOOL OF LATIN.

PROF. MCGINNIS AND MISS THORP.

- | | | |
|-----------------------------|---|-------------|
| I. Livy..... | 3 | First Sem. |
| II. Horace | 3 | Second Sem. |
| III. Plautus, Terence | 2 | First Sem. |
| IV. Tacitus..... | 2 | Second Sem. |
| V. Tusculan Disp..... | 2 | First Sem. |
| VI. Juvenal | 2 | Second Sem. |
| VII. Latin Literature | I | First Sem. |
- I, II and VII, required.

SCHOOL OF GREEK.

PROF. GRUBE.

- | | | |
|----------------------------------|---|-------------|
| I. Herodotus..... | 3 | First Sem. |
| II. Phædo..... | 3 | Second Sem. |
| III. Demosthenes de Corona. | 2 | First Sem. |
| IV. Œdipus Tyrannus..... | 2 | Second Sem. |
| V. Æschylus..... | 2 | First Sem. |
| VI. Aristotle Nicho. Eth..... | 2 | Second Sem. |
| VII. Greek Literature..... | I | Second Sem. |
| VIII. New Testament..... | I | First Sem. |
| IX. New Testament..... | I | Second Sem. |
- I, II, VII, VIII and IX are required for A. B. degree.

SCHOOL OF FRENCH.

MISS THORP.

- I. Grammar4 First Sem.
- II. Grammar, Reader4 First Sem.
- III. French Classics.....4 Second Sem.
- IV. French Classics.....4 Second Sem.
- V. French Literature.....1 Second Sem.

I, II, III, IV, V, required for the Ph. B. degree. Elective for A. B. and B. L. degrees.

SCHOOL OF GERMAN.

PROF. MCGINNIS.

- I. Grammar4 First Sem.
- II. Grammar, Reader.....4 First Sem.
- III. German Classics4 Second Sem.
- IV. German Classics.....4 Second Sem.
- V. German Literature.....1 Second Sem.

I, II, III, IV, V, required for the Ph. B. degree. Elective for A. B. and B. L. degrees.

SCHOOL OF NATURAL HISTORY.

DR. GALLOWAY.

- I. General Biology.....2 First Sem.
- II. General Biology.....2 Second Sem.
- III. Zoology2 First Sem.
- IV. Botany.....2 Second Sem.
- V. Comparative Physiology.....2 Second Sem.
- VI. Geology3 Second Sem.
- VII. Meteorology2 First Sem.
- VIII. Comp. Anat. Vertebrates4 First Sem.

- IX. Comp. Anat. Vertebrates.....4 Second Sem.
 X. Cryptogamic Botany.4 First Sem.
 XI. Cryptogamic Botany.....4 Second Sem.

Comparative Anatomy and Cryptogamic Botany are given on alternate years.

I, II, V required. One hour additional laboratory work required in connection with Courses I and II.

Two hours additional laboratory work required in connection with Courses III and IV.

SCHOOL OF CHEMISTRY AND PHYSICS.

PROF. PENICK.

- I. General Chemistry.....4 First Sem.
 II. Qualitative Analysis.....4 Second Sem.
 III. Mineralogy2 First Sem.
 IV. Mechanics4 First Sem.
 V. Advanced Physics.....4 Second Sem.
 VI. Quantitative Analysis.....4 First Sem.
 VII. Organic Chemistry.....4 Second Sem.

I required. An extra fee of \$10 required from those taking Courses II and VI.

SCHOOL OF MATHEMATICS.

DR. McGLUMPHY AND PROF. PENICK.

- I. Trigonometry.....4 First Sem.
 II. Surveying.....4 Second Sem.
 III. University Algebra.....3 First Sem.
 IV. University Algebra.....3 Second Sem.
 V. Analytical Geometry.....3 First Sem.
 VI. Calculus3 Second Sem.
 VII. Astronomy3 Second Sem.

I, III, IV required for the A. B. and Ph. B. degrees. I required for the B. L. degree.

SCHOOL OF MUSIC.

PROF. PLACE.

- I. Vocal Culture and Sight Singing.....I First Sem.
- II. Vocal Culture and Sight Singing.....I Second Sem.
- III. Orchestra.....I First Sem.
- IV. Orchestra.....I Second Sem.
- V. Harmony.....I First Sem.
- VI. Harmony.....I Second Sem.

I and II elective, provided at least *twenty* students apply for same. III and IV optional. V and VI may be taken at \$5 a term, provided a class of not less than *five* is organized.

REQUIREMENTS FOR GRADUATION.

THE CLASSICAL COURSE (A. B.)

The conditions for graduation with the degree of "Bachelor of Arts," are the completion of *seventy hours* of required work and *sixty* hours of elective work, making a total of *one hundred and thirty* hours work, per week for one semester, on the terms specified under the various schools. The basis of the estimate is *one* semester of twenty weeks. The average work done by a student is sixteen hours a week. The hours in the laboratories in 1897 will be reckoned at one-half their face value. At the rate of sixteen hours per week per semester the course would be completed easily in eight semesters, or four years. An exceptionally able student might accomplish eighteen hours work per week, and thereby finish his course in three and a half years. As a rule, we do not recommend any student to take more than sixteen hours of work per week. No student will be allowed to take more than this amount of work except by a vote of the faculty. All laboratory hours will count for *half* their fall value.

The Freshman Class.—Students who are in the act of completing *thirty-two* hours' work as prescribed will be entitled to standing as Freshmen.

Sophomore Class.—Students who are in the act of completing sixty-four hours' work as prescribed will be entitled to standing as Sophomores.

The Junior Class.—Students who are in the act of completing ninety-eight hours of prescribed work will be entitled to standing as Juniors.

The Senior Class.—Students who are in the act of completing one hundred and thirty hours of prescribed work will be entitled to standing as Seniors.

Advanced Standing.—Students who have been in attendance at any of the colleges represented in the Cumberland Presbyterian Inter-College Association, or in the Missouri College Union, or at any institution of like grade, will be admitted to advanced classes on the following conditions: (1) Provided they furnish properly accredited grades from such colleges as to the number of hours completed on specified subjects; and (2) provided they are properly accredited morally. All other students will be examined on such subjects as they wish credit for.

Graduates in Arts.—Students who have completed one hundred and thirty hours of prescribed work in the College, having passed all examinations successfully, and who pay ten dollars into the treasury of the College, will be entitled to graduation with the degree of Bachelor of Arts, and will receive the diploma of the College to that effect.

THE PHILOSOPHICAL COURSE (PH. B).

The conditions of graduation with the degree of "Bachelor of Philosophy" are the completion of *eighty-one hours* of required work and *fifty-seven hours* of elective work, making a total of *one hundred and thirty eight hours* of work per week for one semester, on the terms specified under the various schools.

The completion of thirty-four hours' work entitles the student to standing as a *Freshman*; sixty-eight hours, a *Sophomore*; one hundred and four hours, a *Junior*, and one hundred and thirty-eight hours, a *Senior*.

The conditions for advanced standing and for graduation are the same as in the Classical Course, to which the student is referred for further information.

THE ENGLISH COURSE (B. L.).

Those who teach in the public schools will find this course specially valuable, as it will fit them thoroughly for any high school work. The conditions for graduation with the degree of "Bachelor of Letters" are the completion of *sixty-six hours* of RECOMMENDED work. A good deal of liberty will be allowed, but no study will be admitted as a part of this course except it be taken with the consent of the faculty.

Students who complete *thirty-four hours* of work in this course will receive *Freshman* standing.

Students who complete *sixty-six hours* of work in this course, and who pay ten dollars into the treasury of the College will be graduated with the degree of Bachelor of Letters.

CLASS HONORS.

It is the universal custom in colleges to award special honors to specially gifted and specially faithful students. "First Honors," in the Senior Class giving the right to the Valedictory on Commencement day, and "Second Honors," entitling to the Salutatory address. This is frequently unsatisfactory as only *one* can be accorded "first honors" and only *one* "second honors." Where natural gifts and class work have been nearly equal, the awards are very arbitrary and often unjust. It is proposed in this college to give all an equal opportunity. The basis of the awards will be the *grades* of the students, for the *whole year*, in *recitation* and *deportment*. Students, whose *average* grade lies between 75 and 90 will be awarded *Cum Laude* rank. Those whose average grade lies between 90 and 96 will be awarded *Magna Cum Laude* rank, "Second Honors." Those whose average grade ranks above 96 will be awarded *Summa Cum Laude* rank, "First Honors." This places every student upon his record, and discriminates against none, as all the members of the class may obtain first honors, if all strive for it and are successful in their deportment and work. These awards are made at the close of each year in June to all classes in the College, Freshman, Sophomore, Junior

and Senior; and also in the Senior class in the Academy.

In the general class grading a somewhat different method prevails. Students, with respect to the merit of individual studies, are divided into five classes; and they receive their reports, not by decimals, but by classes. 97-100 is Class 1; 92-96 is Class 2; 85-91 is Class 3, 75-84 is Class 4; 0-74 is Class 5. The last is the class of failures.

PRIZES.

THE JOHN C. COBB PRIZES FOR BIBLE READING.

1. The object of the contest for this prize is to cultivate familiarity with the Bible and readiness in handling it. The prize is offered by John C. Cobb, Esq., of Odessa, Mo.

2. The awards are to be made by a competent committee selected for the purpose.

3. The awards consist of two prizes: one of \$15 to be awarded the best contestant; and one of \$10 to be awarded the second best contestant.

4. The conditions of the contest are as follows:

(1) Each contestant must show facility in finding references.

(2) Coolness and self-control during the exercises.

(3) Aptness of interpretation by reading.

(4) Good elocution in reading.

(5) Must own the Bible he uses.

(6) Proper method of announcing references.

THE O. M. FRY MEDALS FOR ELOCUTION.

1. Two gold medals are offered by O. M. Fry, Esq., of Louisiana, Mo., for the first and second best

in an elocutionary recital to be given in the Chapel May 30, 1896.

2. Recitations, Readings or Declamations may be presented.

3. Points of criticism in determining awards.

(1) Conception.

(2) Ease of manner.

(3) Grace of gesture.

(4) Culture of voice.

(5) Articulation.

GREEK EXAMINATION PRIZE.

A gold medal is offered to the Academic Senior who makes the best record in the *Iliad*, *Prose Composition*, and *Grecian History*. The following points will be considered.

1. The term grade.

2. The final examination.

3. General work.

PRIZE FOR ORATORY.

James E. Ritchey, Esq., of Sedalia, Mo., offers a cash prize of *one hundred dollars* to the student of Missouri Valley College who will take first honors in Inter-Collegiate Oratorical Contest. This will be in addition to the regular award of the Inter-Collegiate Oratorical Association. It applies only to the students of Missouri Valley College.

GENERAL INFORMATION.

COLLEGE EQUIPMENT.

The building is entirely finished and furnished so that students have very superior advantages. The

CHEMICAL LABORATORY

has a fine stock of apparatus in a room on the third floor, especially devoted to this purpose. Chemicals and instruments are furnished for the use of the students in their work, and every facility is afforded for acquiring a practical knowledge of the subject through actual experiment. Across the corridor is a similar apartment fitted up with

PHYSICAL APPARATUS

for the use of students in illustrating and mastering the problems and facts of physics. Dynamics, Acoustics, Heat, Light, and Electricity can here be studied by actual experiment. On the second floor is the elegant suite of rooms constituting

THE BIOLOGICAL LABORATORY.

These are supplied with proper furniture for the practical study of biological subjects, so that students have

excellent facilities. Special provision is made for microscopic work, several fine German microscopes having been imported for this purpose.

ADDITIONS TO THE MUSEUM.

Geo. F. Jenkins, Marshall, Mo.—Palaeolithic Implement.

C. C. Stevenson, Boise City, Idaho—*Artemisia Trideutata*.

Miss Georgia Alla Hamilton, Troy, Mo.—Palaeozoic Fossils.

Dr. W. H. Black—Silver Ore, Silver Plume Mine, Colo.; plants from Pike's Peak, Colo.

Mrs. A. M. Drennan, Tsu Ise, Japan.—Corals, 4 species; Echinoids, 2 species; Bryozoa, 2 species; Mollusca, 25 species; Crustacea, 16 species; Hippocampus (Sea Horse).

THE GYMNASIA,

of which there is one for ladies and one for gentlemen, both situated on the first floor, are fitted up with a sufficient variety of apparatus to afford all forms of needed exercise. Dumb bells, Indian clubs, wands, well-machines, trapezes, traveling rings, horizontal bars, quarter-circle, etc., constitute the equipment. The gymnasias are comfortably warmed and well lighted and ventilated.

THE COLLEGE LIBRARY.

Here may be found the leading literary, scientific, religious and professional magazines of the day. In addition the Library contains about 1,800 valuable volumes, besides a large number of rare pamphlets. These are open daily, from 10 a. m. to 5 p. m., to all students of the College and Academy, under proper regulations. Special Music and Art students also may avail themselves of the advantage of the Library by paying the regular fees.

The following friends of the College have made material additions to the Library; such benefactions are at present very much needed, and are gratefully received:

Rev. T. S. Love, Marshall, Mo.

Rev. E. K. Squier, D. D., Marshall, Mo.

Mrs. Emma Thomas, Kansas City, Mo.

Samuel N. Guthrie, Esq., Fulton, Mo.

B. F. Birckhead, Marshall, Mo.

Senator F. M. Cockrell, Washington, D. C.

THE CAMPUS

is spacious and is adorned with about 1,200 evergreen and deciduous trees. The Horticulture Society had its landscape gardner to visit Marshall for the purpose of making a suitable design for the planting, and then the Secretary, L. A. Goodman, Esq., came and

personally superintended the work on Arbor Day in 1891.

Ample provision has been made for all forms of

ATHLETIC SPORTS,

such as base ball, foot ball, lawn-tennis, running and leaping. These are encouraged by the Faculty for the sake of the physical culture of the students.

THE LITERARY SOCIETIES,

of which, there are three—the PEARSONIAN, the HOUXONIAN, and the BAIRDEAN—have beautiful halls on the third floor, which they have furnished most handsomely and conveniently, and at large expense. The membership in each is composed of both sexes, this mingling of the sexes being found decidedly advantageous, both in regard to the order and the efficiency of the societies.

SOCIAL LIFE.

The student's intercourse with his fellows is under the supervision of the Faculty. Regard is had for the needs of the social nature, but the mingling of the sexes is guarded so as to prevent unwise intimacies and loss of time from study. Most of the students being absent from home, the College authorities take the place of parents so far as possible.

RELIGIOUS LIFE.

Each student is required to attend Sabbath School and Divine Service once every Sabbath. Failing to attend, he must provide an excuse from the President at roll call on Tuesday.

In addition to this requirement, the first hour's recitation is opened each day with prayer by the members of the Faculty in their separate rooms; and at noon all students assemble in the Chapel for public worship. Attendance upon Chapel exercise is required.

There are Y. M. C. A. and Y. W. C. A. organizations among the students, holding daily meetings and well attended. They have a spacious room handsomely furnished by themselves, and dedicated to the Association purposes.

An excellent organization of the King's Daughters exists among the young ladies and is doing a most effective work.

The Student Volunteers have an organization also, the purpose of which is to foster the foreign missionary spirit among the students.

Several efficient Bible Classes have been carried on through the year.

LOCATION.

The College is beautifully located on a commanding eminence, at the city of Marshall, which is the capital of Saline county. The soil in this county is noted for its productiveness and the inhabitants are distinguished for their thrift. The climate is exceptionally healthful, the air being pure and stimulating. The mean annual temperature, as reported in the tenth census, is 50-55 degrees, the same as Pittsburg, Philadelphia and New York. This is five degrees cooler than the mean annual temperature, of St. Louis, Louisville and Washington. The annual rainfall is 35-40 inches, five inches less than that of St. Louis, Philadelphia and New York. Putting these two facts together, it is at once seen that the climate of Marshall is as delightful and healthful as could be desired. In fact, in point of climate, it is equal to the great health resorts of the country, and, in point of beauty of landscape, it is second to none.

EXPENSES.

It has been the object of the Board of Trustees to place the advantages of higher education within the reach of all; they have, therefore, put the tuition at very low figures, it being \$25 in the Academy, \$30 in the Freshman and Sophomore classes in the College, and \$40 in the Junior and Senior classes in the

College. Students in the English course pay \$30 for the first and \$40 for the second year.

Boarding can be obtained in good families in the city of Marshall at \$2.25 to \$3.50 per week, including furnished room, fuel and light. Laundry will cost from 50 cents to \$1.00 per month. See page 86 for boarding terms in the Dormitory.

ESTIMATE OF EXPENSES.

	Lowest.	Highest.
*Tuition, 40 weeks	\$ 25 00	\$ 40 00
Boarding, 40 weeks.....	90 00	140 00
Laundry, 40 weeks.....	5 00	10 00
Fees, Laboratory, Library, etc., 40 weeks	6 00	6 00
Books, 40 weeks.....	5 00	15 00
Total expenses per year.....	\$131 00	\$211 00

Candidates for the ministry and the children of *pastors* are not charged for tuition, but are required to pay the usual matriculation fees. Candidates must furnish certificates from the stated clerks of their Presbyteries as to their standing.

All tuitions and fees must be paid in advance, at the beginning of the Semester. Students are not admitted to recitation until they produce the treasurer's receipt.

*See page 111 for tuition in music and page 112 for tuition in art and page 37 for special instruction in elocution.

THE CHRISTIAN ASSOCIATIONS.

In the moral and religious life of the college, the Young Men's Christian Association and the Young Women's Christian Association hold positions of influence and responsibility. Standing, as they do, for the advancement of the spiritual life, and having in their membership the best students of the College, they have the opportunity of influencing greatly the life of every student. Their work is carefully planned to this end. Both Associations conduct devotional and personal workers' Bible classes, and, besides a Sunday afternoon meeting, both hold daily services of twenty minutes length. All are well attended.

In the way of privileges the Association are well equipped. The Y. W. C. A. have a gymnasium with all necessary apparatus, and conduct physical culture classes twice a week. Besides these, lectures and socials are given occasionally. Their fee is very reasonable.

During the past year the Y. M. C. A. has spent \$450 in fitting up and maintaining a set of tub and spray baths in the basement of the new dormitory. They are opened at suitable times and are quite popular. An "entertainment course" has been given in the Marshall Opera House with six numbers, consisting of Leland T. Powers, Tennessee Jubilee Singers, Chicago Lady Quaretté, Robert J. Bur-

dette, John Temple Graves, and Chas. T. Grilley. A similar course will be arranged for next year. A gymnasium has also been fitted up at the cost of \$150 and classes organized. These classes aim at the most complete development of the physical man, and are a source of much benefit to the members. Besides these occasional socials and lectures are given, making the privileges of the Y. M. C. A. various and attractive. The fees in the several departments are in the reach of all.

A WORD TO PARENTS AND GUARDIANS.

With great emphasis we urge all who send their children to us to be careful about giving them too much pocket money or too great liberty in contracting debts. And they ought to be carefully instructed as to the value and economical use of money. We sometimes have students with a very slight comprehension of economy who, to the disgust of their friends at home, squander with an indiscretion that is hurtful to everybody concerned. There is hardly a thing or scarcely a vice that so fatally interferes with study as the lavish and careless spending of cash by students at school. We are certain that we cannot do those who are at school and those who send their children here a greater favor than to bring this important matter to their notice and to beg of them, both for

their own profit and for the better training of the pupils in habits of economy, that they give special attention to this suggestion.

ACCESSIBILITY.

Marshall is accessible from all parts of the country via the Chicago & Alton R. R., or via the Missouri Pacific R. R. It is on the main line of the C. & A. R. R., and on the Boonville Branch of the Missouri Pacific R. R. These, with their connections, furnish ample conveniences for reaching Missouri Valley College from all portions of the world. Consult the nearest railroad ticket agent and he will give you all necessary information.

GOVERNMENT.

The faculty will aim to exercise a parental and moral supervision over the conduct and character of the students. The latter will be held responsible for proper deportment, a decorous intercourse among themselves, a respectful treatment of their officers, a faithful observance of the hours appointed for study, and a punctual attendance upon all prescribed exercises of the College. Leave of absence will be granted in extreme cases before the close of the term, but only by permission of the faculty. Parents and guardians are earnestly requested to confer with the faculty beforehand, and to expect such leave only in cases of extreme necessity.

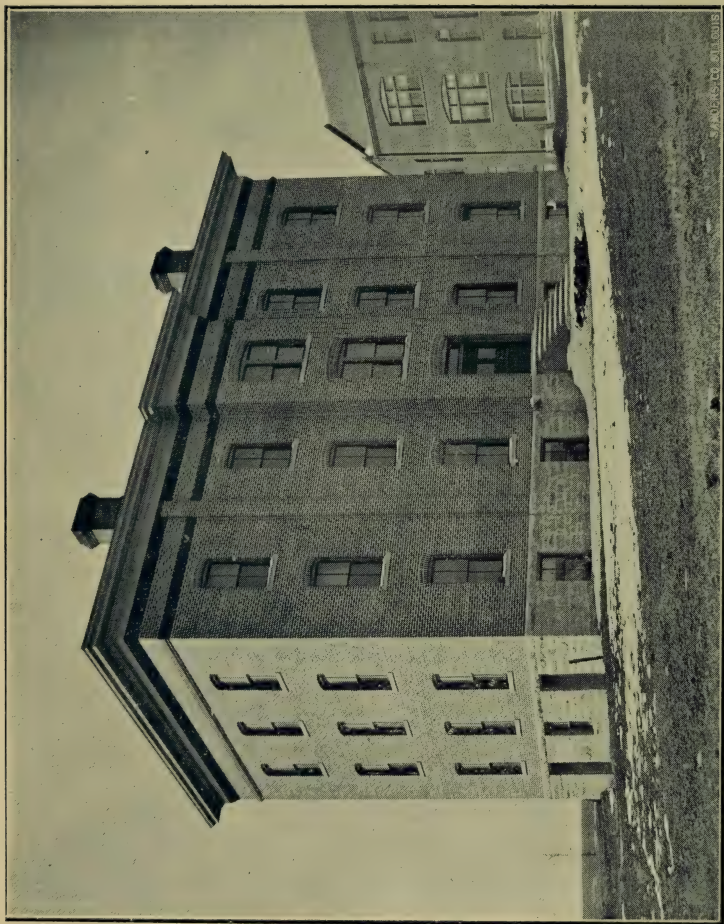
In harmony with the above requirements, the following things are positively forbidden: All disorder in rooms for study, or in the College building; absence from recitation or other enjoined exercises without previous permission or sufficient excuse thereafter; communication during prayer, recitation or other exercise; social visiting during study hours; all association of the *sexes* except at prescribed periods; injury to College property; the use of intoxicating drinks; the use of tobacco on College premises; all offensive or indecent language or behavior; playing at billiards, cards or other games of chance; vis-

iting saloons; the desecration of the Sabbath and all other things inconsistent with the utmost propriety of conduct, and, therefore, adverse to the most successful improvement of the students, intellectually and morally.

The literary and other societies of the College are under the control of the faculty. No secret organization will be allowed among the students. No public entertainments shall be given by any society without permission from the faculty, and when such permission is granted all the exercises intended for any entertainment shall be presented to the faculty for its approval as to matter and program before their public delivery. No one who is not in regular attendance at the College can be a member of the literary societies, or take part in the literary exercises of the same. The following pledge will be exacted of each student as a condition of entrance to the College :

I, the undersigned, as a condition of admission as a student in the Missouri Valley College, do hereby declare and promise, upon my honor and without mental reservation, that I will not join as a member or attend the meetings of any secret literary or social organization, unless the same has been first approved by the Faculty of Missouri Valley College.

The penalty for the violation of the rules of the College shall be such as the faculty may see fit to inflict.



SANDERS CO. ST. LOUIS

THE DORMITORY.

THE DORMITORY.

By the beneficence of the friends of the college within the last year, the Dormitory, an imposing three-story brick structure, has been erected on the college campus. It contains twenty-four rooms, eight on each floor, each accommodating two students. The basement contains the kitchen, dining-room, coal-room and the bath-rooms of the Y. M. C. A. The building is lighted by electricity. Water is piped into it. The money for erecting this handsome edifice was subscribed by the Presbyteries and individuals of the Church. It was built chiefly for the young preachers, but others are admitted.

The boarding club was organized in '93 as a private enterprise with nine members. It proved quite successful, and the year following the membership reached twenty-seven. The expenses for board, room-rent, fuel and washing was about \$2.00 per week. Since moving into the new quarters this year the number has increased to thirty-one and the expenses have been reduced to a minimum. It is thought next year the total expenses will not exceed \$1.75.

The club is composed of many of the best students of the College, is thoroughly organized, and

strict discipline is enforced. Study hours are from 5 a. m. to 4 p. m., and from 7 to 10 p. m., during which no unnecessary noise is allowed in the building. All boisterous conduct is forbidden. Devotional services are held each night after supper. In fact, all the laws of decency and propriety are enforced and a premium is placed on gentlemanly conduct. The officers at present are J. M. Glick, President ; E. B. Surface, First Vice-President ; J. E. Finley, Second Vice-President ; J. G. West, Secretary and Treasurer ; C. W. Kahl, Chaplain. The Club extends congratulations to the management of the institution, thanks to those who have contributed to their present support, and a cordial invitation to new students to join us.

W. R. SMITH,	} Com.
V. V. HUFF,	
J. W. GUTHRIE,	

THE SCHOOL OF MUSIC.

WHY STUDY MUSIC?

Music is so generally studied in this day of art culture, that it seems superfluous, to a certain extent, to mention any of the reasons why it should be studied. But, in some sections of our country music is never studied, in others to a limited extent only. So, for the sake of those who live far from the center where music is taught, as a regular part of a student's course; and for those who have never had a suitable opportunity to avail themselves of the pleasures and profits to be gained from this most delightful of the arts, I will give a few reasons why such a course should be pursued.

First, musical sentiment is second only to religious sentiment and, in fact, is a part of it. Music came from the church and was used, in the first place, only in the services of the church. It is quite natural to be religious and musical, as one is part of the other; newly converted persons to the Christian faith, involuntary wish to express their joy and gratefulness, in songs of praise to their Maker. Beethoven, in his piano sonatas and symphonies for orchestra, was under lofty religious inspiration when he composed them, as he himself testified. Persons

who practice playing these wonderful tone productions, and those who habitually hear them, all agree that the effect on them is one of deep solemnity. Some people have gone so far as to worship music, and especially Beethoven and his compositions. Richard Wagner has been called a prophet because of his music drama "Parsifal." On hearing this masterpiece one is impressed with the triumph of the pure and good and the down-fall of the wicked. Handel, it is said, when he was composing parts of his oratorio, "The Messiah," became so impressed with the fervor of the musical sentiment, that he broke down with weeping.

Second, it is refining and elevating. One cannot study the themes of the master minds very long, before a feeling of pleasure steals over him. At each study period this sensation is felt sooner than before, as the new beauties unfold themselves gradually. This brings on a finer discriminating power and a sense of elevation—the mastery of any subject brings with it elevation in thought. In music all this is especially true, and further, a sense of extreme pleasure is connected with it, arising from sensations produced on the brain through the channel of the ear. This is not true of any other study, or art, theoretical or practical. In the arts of painting, sculpture and poetry, the taste and judgment is formed from im-

pressions, mostly gained through the medium of sight. In theoretical and practical or experiment studies the thoughts are led on from an eye-reasoning standpoint. But music, in a demonstrative way, is the only study that cultivates the intellect and develops the understanding through the sense of hearing. When taken practically, it also imparts a soothing and restful effect to both performer and listener, so different from all other lines of study. For illustrations of this kind of music one has only to hear selections from Mendelssohn's Songs Without Words, Schumann's Forest Scenes, op. 82 and Night Pieces, op. 23, Schubert's beautiful Serenade in D minor, or the nocturnes of Chopin. Music when sung in large choruses, played by orchestras and bands, or with the combined forces of both vocal and instrumental bodies, has an electrifying, soul-stirring and grand effect. In the times of King David, "the sweet singer of Israel," the power and influence of chorus singing were well known. The Psalms were composed for hundreds of men and women singers and players on instruments, all for the service of the church.

Third, as a science it is deep. The problems requiring as much concentration for their solution, as any study in mathematics. This concentration not only deals with the powers of reason, but goes

further, requiring the student to think musical tones alone and in combination with others. Because of this great developing power, Yale University has recently erected a building devoted solely to the purpose of studying the scientific aspect of music. To study music either in a theoretical or demonstrative way, is to quicken the perceptions and awaken the nervous energy. The late Professor Karl Merz puts it beautifully when he says, "Music is a means of culture ; it is one of the greatest and, perhaps, greatest factor in human civilization. Not until men shall use the art with a spirit of reverence will it exercise those powers for which it is designed. The present generation of philosophers and teachers are only beginning to search for the real meaning and explanation of art, and they have not advanced sufficiently to answer even these simple questions: What is music? Wherein consists its great power?"

Fourth, when especially taken in a demonstrative way, as in the study of vocal culture and singing, organ and piano-playing, it then becomes of great social importance. Many a young man and woman has been helped to a higher social level, to form friends of a more influential character and finally to a life position, purely because of cultivated musical talent. For the home circle what is more pleasing than to be able to sing or play a fine solo or play an

accompaniment for others to sing with. It makes home brighter and is one of the pleasures that all, as a rule, can participate in. A young lady or gentleman who can neither sing, play nor talk about music is, generally speaking, a social outcast. Even as far back as Dante, music was considered worthy of study and an art from God. In his "Divinia Comedia" he says:

"So that your art
Deserves the name of second in descent
From God."

EDGAR S. PLACE.

ANNOUNCEMENT.

Beginning with September, 1897, the present courses of study in the Music School will be changed. The Seminary Course will be raised to a full four years' College Course. All other courses will be dropped. To the ordinary student this course will require about eighteen months more of study than the Seminary course.

This change has been deemed advisable because of the present feeling among educators to have all college courses on a dignified and representative basis. It will cause all graduates of the Music School to be classed as regular college seniors, holding the diploma to that effect.

There will be two or three preparatory grades and a post-graduate course also.

The Music School is managed under the same rules of order and discipline as other departments in the college.

The standard of excellence is on a high plane. All instrumental pieces and studies are required to be finished according to three standards as follows: Touch, speed and interpretation. By touch is meant the peculiar way a key is pressed from the finger

and the wrist, fore-arm, shoulder, or by finger and arm together. The test in speed is regulated by the Maelzel metronome. The indications by this little instrument have become the standard of the world. By interpretation we mean the full understanding of a piece as to content, phrasing and formal construction.

The proper rendition of any piece of vocal music is reached when the voice is placed—using words, when it has proper resonance throughout its scope, correct control of the breath, and interpretation which includes style.

As another aid in acquiring the high standard set, three Virgil Practice Claviers are used with all students in the piano and organ courses. They are used for the acquirement of a finely balanced touch with perfect time.

This is a new invention that satisfies every requirement of touch *without* tone. No extra charge is made for the use of these instruments.

Any student in regular standing will be entitled to one or all of the following series of lessons and drills in addition to the Clavier use. One lesson per week with the Orchestral Class or Orpheus Club—advanced vocal class. Eight or ten extra private lessons from the Director of Music, at such times as he may see fit, to those who are studying piano in

the preparatory and first grade of the Seminary Course.

Students who have completed the third grade in Seminary Course of studies of either voice, violin, guitar, organ or piano, studied *harmony one year*, who have sung or played successfully in the public recitals, and who pay ten dollars in the College treasury, will be entitled to graduation in the SEMINARY COURSE in Missouri Valley College, and will receive the *Certificate* of the College to that effect.

Students who have completed the College Course in either voice, violin, piano, organ or guitar, who have studied *harmony two years* and *musical history one year*, and whose literary attainments are the equivalent of the English course in the Academy of Missouri Valley College (including Mathematics), will be entitled to graduation in the COLLEGE MUSIC COURSE and will receive the DIPLOMA of the College to that effect.

The following instruments and subjects are studied:

PIPE ORGAN,	PIANO,
CABINET ORGAN,	VOICE,
HISTORY OF MUSIC,	VIOLIN,
THEORY OF MUSIC,	GUITAR.
MUSICAL HISTORY.	

COURSE ON PIPE ORGAN.

Owing to the growth and popularity of the Music School, and the demand for a higher and more extended course in organ playing, it has been decided to make this department equal to any other similar department in the East, and superior to all organ schools in the West, except, possibly, two or three in the large cities.

Accordingly, a carefully graded course of studies and pieces, covering six grades for the pipe organ, has been prepared and a beautiful Three-Thousand-Dollar Johnson Pipe Organ purchased.

This instrument is eighteen feet in height, fourteen feet in depth and thirteen in width. Case of antique oak with front display pipes beautifully decorated in gold bronze.

It has two manuals, full pedal clavier and balanced swell.

There are twenty-six stops in all, as follows:

- 1 Clarionet (Reed)8 foot pitch.
- 2 Fifteenth.....2 foot pitch.
- 3 Twelfth.....2 2-3 foot pitch
- 4 Octave.....4 foot pitch.
- 5 Cheminee Flute.....4 foot pitch.
- 6 Melodia.....8 foot pitch.
- 7 Dulciana 8 foot pitch.
- 8 Stopped Diapason Bass.....8 foot pitch.
- 9 Open Diapason8 foot pitch.

SWELL ORGAN.

10 Oboe (Reed).....	8 foot pitch.
11 Bassoon (Reed).....	8 foot pitch.
12 Piccolo.....	2 foot pitch.
13 Violin.....	4 foot pitch.
14 Stopped Diapason Treble.....	8 foot pitch.
15 Stopped Diapason Bass.....	8 foot pitch.
16 Salicional.....	8 foot pitch.
17 Open Diapason.....	8 foot pitch.
18 Bourbon Treble.....	16 foot pitch.
19 Bourbon Bass.....	16 foot pitch.

PEDAL ORGAN.

20 Double Open Diapason..	16 foot pitch.
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MECHANICALS.

21 Tremblant.	24 Great to Pedal.
22 Swell to Great.	25 Bellows Signal.
23 Swell to Pedal.	26 Pedal Check.

There are eight hundred and thirty five (835) speaking pipes in all, varying from three-quarters of an inch to sixteen feet in length.

Students may begin the study of the pipe organ after having completed two grades of the Piano Course, and shown sufficient mental concentration to cope with the difficulties afforded by so large an instrument.

New students wishing to study the pipe organ will be required to show proficiency in reading music ; good evidence of at least one year's study of piano-technic and a fair mental control while at the keys.

It is advisable that all students should study the piano and organ together. By this plan lightness of execution is insured and the hand is protected from a general stiffening of the muscles, which is likely to appear when the organ is studied alone.

To give an idea of the nature and value of the Organ Course, a few names only, of the writers have been given in each grade. Persons acquainted with the literature for the pipe-organ will recognize the names of the greatest composers and organists of all time.

SCHOOL OF MUSIC.

CLASS.	COLLEGE COURSE.—PIPE-ORGAN.
FRESHMAN.	Short Preludes and Fugues from Bach. Studies from Rinck. Pieces from Merkel, Guilmont, Best, and other Modern Writers.
SOPHOMORE.	Studies from Rinck Continued. Selections from Lemmen's Organ School. Selections from Organ School, by Sparks. Pieces from the Masters.
JUNIOR.	Preludes and Fugues from Mendelssohn and Bach. Sonatas from Rheinberger and others.
SENIOR.	Sonatas from Bach. Pieces and Sonatas from Buck, Best, Thiele, Widor, and others of equal standing as writers for the Organ.

SCHOOL OF MUSIC.—(Continued.)

GRADE.	SEMINARY COURSE.—PIPE ORGAN.
PREPARATORY.	Preparatory and First Grade of Seminary Course for Piano.
I.	Studies and Pieces from Whiting, Dunham and Archer.
II.	Studies from Whiting, Buck, Rinck, Ritter and Schneider.
III.	Studies from Rinck, Short Preludes and Fugues from Bach. Pieces from Best, Merkel, Guilmont, and other Modern Writers.

COURSE IN VOCAL INSTRUCTION.

Specially written exercises to meet the requirements of each individual student will be given in Voice-Placing, Touch, and the Study of Resonance. Artistic deep breathing will also be studied. First, with a view of supporting the voice properly, and secondly, from a health standpoint, to develop the chest to its fullest extent without strain, thus insuring a greater hold on life. In all cases where the chest is narrow, small or sunken, a special course of breathing exercises will be taken up from the beginning.

The regular course will include studies in Interval Singing, Scale Singing (diatonic) in many ways, Portamento, Broken-Chords, major, minor, diminished and arpeggios on the same, Chromatic Scale alone and in connections with broken-chords and diatonic scale, preparatory Trill and Trill Studies, lessons in all grades of movement from Adagio to Presto, the voice in Forte, Decresendo, Piano and Cresendo singing, "Messa di Voce," Correct Vowel forms of Mouth, Legato and Staccato.

Many of our great master teachers have contributed valuable books of vocalises, illustrating each of the above subjects, selections from which will be made at various times to suit the progress of the student.

Graded solos from easy ballads to the difficult arias by the classical writers of the old school will be used. Also, that the student may become familiar with the good in modern music, the works of Lassen, Meyer-Helmund, Greig, Gounod, Saint Saens, Goddard, Strelezki, Mosenthal, Buck, Chadwick and Paine are included in the course.

Correct pronunciation of the English language and interpretation will be taken up as soon as the student can sing a clear ringing tone with free open throat, using the vowels with a few consonant combinations.

All students are expected to complete the study of two books in each grade or their equivalent.

SCHOOL OF MUSIC.

CLASS	COLLEGE COURSE.—VOICE.
FRESHMAN.	<p>Concone, J. Opus 9. Complete. Lutgen, B. 25 Melodic Solfeggio from Bee- thoven, Mozart, etc. Panofka. Opus 85, book 2. Schubert, L. Vocal Studies in Song Form, book 1. Schubert, L. Hand-book of Vocal Technic. Hauptner, Th. Vocal Culture. Bordogni, M. 24 New Vocalises complete. Selected pieces suited to the grade.</p>
SOPHOMORE.	<p>Bordogni, M. 36 Vocalises, book 1. Bordogni, M. 12 New Vocalises, Italian Words. Castelli. 38 Vocalises, book 1. Concone, J. Opus. 11. Selections. Schubert, L. Special Studies. Schubert, L. Studies in Song-Form, book 2. Hauptner's Vocal Culture, continued. Selected pieces suited to the grade.</p>
JUNIOR.	<p>Bordogni, M. 36 Vocalises, book 2. Castelli. 30 Vocalises, book 2. Concone, J. Opus. 11, continued. Delle Sedie, E. Vocal Art or Aesthetics of the Art of Singing. Selections. Panofka, H. Opus 87, book 1. Schubert, L. Special Studies, continued. Sieber, F. Opus 78. Selected pieces and arias.</p>
SENIOR.	<p>Concone, J. Opus 12. Delle Sedie, E. Aesthetics, Selections. Panofka, H. Opus 86, book 2. Sieber, F. Opus. 129. Oratorio and Operatic arias.</p>

SCHOOL OF MUSIC.—(Continued.)

GRADE.	SEMINARY COURSE.—VOICE.
PREPARATORY.	One Semester of Sight-Singing or its equivalent. For those who find speech sounds difficult Elementary Elocution is recommended. Concone School of Sight Singing.
I.	Abt. F. Vocal Tutor, Vol. I. Bonaldi, F. Vocal Studies. Concone, 35. Singing Lessons. Sieber, op. 92. Sight Measure Studies. Concone, op. 9, book I. Selected pieces suited to the grade.
II.	Concone, op. 9, book II. Hauptner, Th. Vocal Culture. This work is used throughout the course. Panofka, opus. 85. 24. Progressive Vocal- ises. Sieber, opus. 151. Ten studies. Selected pieces.
III.	Lutgen, B. 25 Melodic Solfeggio from Beethoven, Mozart, etc. Panofka. Opus 85, book 2. Schubert, L. Vocal Studies in Song-Form, book I. Schubert, L. Hand-book of Vocal Technic. Sieber, Opus. 78. Ten studies, advanced. Sieber, F. 30 Short Studies in Agility. Bordogni, M. 24 New Vocalises. Selected pieces.

NOTE --While the above courses have been especially prepared for soprano voice, there are ten other fully graded courses, two to each of the following voices: Mezzo Soprano, Contralto, Tenor, Baritone and Bass.

VIOLIN COURSE.

Of all instruments that have the sustained tone probably the violin holds the first place in popular favor. The fine and penetrating quality of tone makes it the best of the string family to interpret the many different styles in music. One-half of the instruments in the modern orchestra are strings. In our large cities, not only the young men, but the ladies study the violin as an instrument for home use. In New York and Boston there are orchestras composed wholly of ladies who play instruments of the string family only.

In Missouri the people are not behind those of other states in securing all that is good for the culture of her sons and daughters. During the past few years there have been many calls for instruction on the violin. To meet this demand, a complete course of studies, covering six grades, has been made out, including only those of the greatest musical worth.

SCHOOL OF MUSIC.

GRADE.	VIOLIN.
I.	Hermann's Violin School, Divs. I and II. Mazas, op. 60. Pleyel, op. 8. Pieces suitable to grade.

SCHOOL OF MUSIC.—(Continued.)

GRADE.	VIOLIN COURSE.—(Cont'd.)
II.	Hermann's Violin School, Div. III. Dancia, op. 60. Hermann, op. 20, Vol. I. Mazas, op. 38, Vol. I. Pieces suitable to grade.
III.	Hermann's Violin School, Div. IV. Mazas, op. 39, complete. Pleyel, op. 48. Easy Sonatas from Schubert. Pieces from modern masters.
IV.	Hermann's Violin School, Div. V. Jansa, op. 74. Hermann, op. 20, Vol. II, Part I. Sonatas from Mozart. Pieces from the masters, including many from the Romantic school.
V.	Hermann, op. 20, Vol. I, Part II. Kreutzer Etudes. Sonatas from Beethoven. Fiorilla Etudes. More advanced pieces from the Classical and Romantic Schools.
VI.	Hermann Violin School, Div. VI. Dancia Etudes, op. 74. Rode's Caprices. Gavinie Etudes, op. 73. Spohr, op. 39 and 67. Duos from Schubert. Finest pieces from the masters, including all schools.

Other studies for the special development of each student, suitable to the grade will be used.

INSTRUCTION ON THE PIANO-FORTE.

Within the past few years new and important works have been composed by our foremost American teachers, in harmony with the latest ideas as how best to cultivate true musical feeling and at the same time develop a well rounded technic. These studies have been included in the following list :

One or more of the following works will be used with each student :

CLASS.	COLLEGE COURSE—PIANO.
FRESHMAN.	Kullak, Octave School, Book I. Bach. Two-Voiced Inventions. Berens, op. 61, books II and III, or equivalent. Mendelssohn, Lieder ohne Worte, at least 20 pages. Doring, op 33, book III, Trills. Left Hand Music. Clementi's "Gradus Ad Parnassum" and Cramer's Studies, 30 Studies (Book I). Sonatas.
SOPHOMORE.	Kullak, Octave School, book II. Bach, Three-Voiced Inventions. Turner, op. 15, Damper Pedal Studies. Schumann, 60 pages of selections suitable to grade. Clementi's "Gradus Ad Parnassum," and Cramer's Studies, 30 Studies (Book II) Left Hand Music.

SCHOOL OF MUSIC.—(Continued.)

GRADE.	COLLEGE COURSE —PIANO.—(Cont'd).
SOPHOMORE.— Continued.	Heller, op. 127. Sonatas. Mason's Touch and Technic is used in the Freshman year, and Tausig's Daily Studies in Technic through the balance of the course.
JUNIOR.	Moscheles, op. 70. Kessler, op. 20, book I. Newpert, "Studies for Expression and Technique," Book I. Kohler, op. 94, book I. Bach's "Well-Tempered Clavichord" selections. Chopin, Etudes, op. 10 and 25, selections. Sonatas and modern pieces suitable to grade. Left Hand Music.
SENIOR.	Chopin, op. 10 and 25, second selection. Turner, op. 22, "Two Preludes and Fugues in Octaves." Bach's "Well Tempered Clavichord," second selection. Schumann, op. 13, selections. Turner, op. 7, selections. Liszt, "Three Concert Etudes." Saint Saens, op. 52, selections. Liszt, Etudes d' Execution Transcendante.

SCHOOL OF MUSIC.—(Continued.)

GRADE.	SEMINARY COURSE—PIANO.
PREPARATORY.	<p>Clark, The Art of Piano Playing. Howe, A Piano-Forte Instructor. Emery, Foundation Studies in Piano-Forte Playing. Landon, Piano Playing. Many other works of similar grade are used also. Five-Finger Duets by Euckhausen, Diabelli, Reinecke, Berens and Wohlfahrt.</p>
I.	<p>Mason, Touch and Technique. Selections from this work will be made throughout the course. Matthews, First Lessons in Musical Interpretation. Macdougall, Studies in Melody Playing, Vols. I and II. Krause, Studies in Measure and Rhythm. Kunz, Two Hundred Canons, op. 14. Heller, op. 125, Expression and Rhythm. Loeschhorn, Melodious Studies, op. 52, book I. Loeschhorn, Progressive Studies, op. 66, book I. Classics suitable to grade.</p>
II.	<p>Matthews, Phrasing, Vol. I. Heller, 30 selected studies from op. 45, 46 and 47. Turner, op. 30, book I, and Octave School, Part I. Berens, op. 61, book I, or equivalent. Doring, op. 33, book II. Bach, Preludes and Two-Voiced Inventions Left Hand Music. Sonatas from the Masters.</p>

SCHOOL OF MUSIC.—(Continued.)

GRADE.	SEMINARY COURSE.—PIANO.—(Cont'd.)
III.	Turner, Octave School, book II. Cramer and Clementi, 60 studies, book I. Doring, op. 33, book III. Bach, Three-Voiced Inventions. Heller, op. 127, Matthews' Phrasing, Vol II. Left Hand Music. Sonatas.

COURSE IN HARMONY.

A fine course in Harmony Musical Form Counterpoint, Canon, Fugue and Artistic Composition in part-writing is offered, including works by Howard, Goodrich, Ritter, Richter, Stainer, Cornell, Ayer, Dr. Bridge and others of similar standing.

This course includes much practical work at the piano thus making a splendid school in extempore playing.

CABINET ORGAN COURSE.

Many persons receive their first musical thoughts and delights from the small parlor instrument, the cabinet organ. It is the instrument that satisfies the longings of the masses. A few of the prominent makers have recently manufactured instruments

capable of producing many and varied musical effects of considerable artistic value.

We have prepared a graded course of study for this instrument extending over six grades.

GUITAR COURSE.

As an instrument to offer a soft and pleasing accompaniment to the human voice, probably the guitar cannot be excelled. Because of this it has become a favorite with young people in the home.

A finely graded course of studies has been prepared, including many from the celebrated writers for this soft-toned instrument, among whom the following may be mentioned: Winner, Holland, Carulli and Carcassi.

ORPHEUS CLUB.

Glees, part-songs and choruses from the best French, German, Italian, English and American writers form the basis of study. This class is free to all students who can read music fairly well and have good voices: Meetings once a week.

There is also a class in

VOCAL CULTURE AND SIGHT SINGING.

All students in regular standing who can sing or would like to make the attempt are admitted. One

lesson per week. Vocal culture forms the basis of work in this class.

ORCHESTRA.

Students in good and regular standing may be admitted to this class. A moderate acquaintance with the rudiments of music and a slight knowledge of some orchestral instrument is required.

EXPENSES.

PIPE ORGAN:—Two lessons each week, per Semester, \$32.50

PRACTICE ON PIPE ORGAN:—One hour per day, per

Semester, - - - - - 7 50

BLOWER FOR PRACTICE ON PIPE ORGAN:—Per Semester 15 00

PIANO HIRE:—One hour per day, per Semester, - 5 00

TUITION:—Piano, Violin, Guitar, Voice or Cabinet

Organ, two lessons each week, per Semester, - 25 00

SCHOOL OF FINE ARTS.

The College aims to offer to the friends of art the advantage of a well-organized and thorough school with a view of qualifying young ladies and gentlemen to impart to others a careful art education, and develop its application to the common uses of life. The course of study covers from three to four years, and is arranged in such a way that pupils may see at a glance the work to be done, the points of attainment, and also the high excellence of the course. The pupils are arranged in three grades, and have the advantage of the best instruction.

We ask our patrons to give special attention to the rates, which we have endeavored to put within the reach of every one.

Tuition per term—twenty weeks; two lessons per week, three hours per lesson, \$20.

Art students are recommended in addition to the above to take at least one study each term with the literary classes. The charge for such studies is somewhat less than the average cost per study, art students being allowed to enter any class by permission for \$3 per semester. Students can take any part of the course under the advice of the professor in charge of the department.

COURSE IN FINE ARTS.

GRADE.	COURSE IN FINE ARTS.
I.	<ul style="list-style-type: none"><i>a.</i> Drawing and shading from casts of geometric figures.<i>b.</i> Drawing and shading from groups composed of geometrical figures.<i>c.</i> Drawing in crayon from studies.<i>d.</i> Drawing and shading from ornament—conventionalized leaves—flowers.<i>e.</i> Drawing and shading from hand, arm and foot.
II.	<ul style="list-style-type: none"><i>a.</i> Drawing and shading from marks or casts from the antique.<i>b.</i> Drapery in Crayon.<i>c.</i> Painting from still life.<i>d.</i> Pen drawing.<i>e.</i> Drawing and shading from casts of antique busts, Apollo de Belvidere, Venus de Milo, etc.
III.	<ul style="list-style-type: none"><i>a.</i> Drawing and shading from antique busts.<i>b.</i> Painting from objects and nature in oil and water colors.<i>c.</i> Drawing and shading from full length casts of antique figures.<i>d.</i> Drapery in oil or water colors.<i>e.</i> Art History.

REGISTER OF STUDENTS.

THE COLLEGE.

SENIORS.

NAME.	COUNTY.	STATE.
Bacon, Jchn T. (Ph.).....	Saline	Missouri
Barnett, Peyton (C).....	Jackson	Missouri
Campbell, Suzy (Eng.).....	Saline	Missouri
Davis, George N. (C).....	Saline	Missouri
Divinia, Samuel T. (C).....	Buchanan	Missouri
Dysart, Wm. J. (C).....	Saline	Missouri
Fleeger, A. B. (C).....	Moniteau	Missouri
*Hurt, Henry (C).....	Saline	Missouri
Lower, R. S. (Eng.).....	Pettis	Missouri
McNeely, Bessie (Ph.).....	Saline	Missouri
Steele, Ava D. (C.).....	Saline	Missouri
Tickemyre, Lula A. (Eng.).....	Saline	Missouri
Sparks, Bettie (Eng.).....	Saline	Missouri

JUNIORS.

NAME.	COUNTY.	STATE.
Conrad, Henry S. (Ph.).....	Chariton	Missouri
Doran, J. H. (C).....	Coles	Illinois
Ferguson, Wm. I. (C).....	Howard	Missouri
Garst, John B. (C).....	Saline	Missouri
Glick, J. M. (C).....	Saline	Missouri
Kirkpatrick, John W. (C).....	Saline	Missouri
James, A. R. (C).....	Saline	Missouri
Jones, John A. (C).....	Saline	Missouri
Roberts, James L. (C).....	Saline	Missouri

SOPHOMORES.

NAME.	COUNTY.	STATE.
Baker, Ezra (C).....	Finney	Kansas
Cordell, Fanny (Ph.).....	Saline	Missouri
Gordon, Wm. C. (Ph.).....	Saline	Missouri
Hightshoe, Frank, (Ph.).....	Saline	Missouri
Huff, Virgil V. (C).....	Saline	Missouri
Jenkins, Geo. F. (Ph.).....	Saline	Missouri
Leinbach, S. U. (C).....	Jackson	Missouri
*Lewis, Kate (Ph.).....	Jackson	Missouri
Mack, George H. (C).....	Hamilton	Tennessee
Robertson, Nora W. (Ph.).....	Saline	Missouri
Russell, O. O. (C).....	Saline	Missouri
Shepherd, R. L. (C).....	Macon	Missouri
Tanner, Curtis S. (Ph.).....	Saline	Missouri
Wilson, C. J.....	Buchanan	Missouri

FRESHMEN.

NAME.	COUNTY.	STATE.
Anwyl, Anna (Ph.).....	Jackson	Missouri
Campbell, Mary B. (Ph.).....	Saline	Missouri
Cox, Clay (Ph.).....	St. Clair	Missouri
*Delzell, Daisy D. (Ph.).....	Logan	Colorado
Ewing, Chatham M. (Ph.).....	LaFayette	Missouri
*Guthrie, R. A. (C).....	Macon	Missouri
Hail, Wm. J. (Ph.).....	Lettsu	Japan
Hunt, Thomas N. (Ph.).....	Saline	Missouri
Johnston, A. D. (Ph.).....	Macon	Missouri
LaMotte, Geo. A. (Ph.).....	Randolph	Missouri
McRoberts, Ernest, (Ph.).....	Saline	Missouri
Mitchell, H. A. (Ph.).....	Saline	Missouri
Olson, Wm. L. (C).....	Saline	Missouri
Pearson, J. E. (C).....	Pike	Missouri
Perry, A. E. (C).....	Otoe	Nebraska
Scrutchfield, Mabel (Ph.).....	Macon	Missouri
*Shorb, Mary (Ph.).....	Saline	Missouri
Smith, Walter R. (Ph.).....	Clay	Missouri

NAME.	COUNTY.	STATE.
Sparks, Jessie (Ph.).....	Macon	Missouri
Surface, E. B. (C).....	Barber	Kansas
Ward, John A. (Ph.).....	Saline	Missouri
Yeagle, Virginia (Ph.).....	Saline	Missouri

SPECIALS.

NAME.	COUNTY.	STATE.
Abe, Yoshibumi.....	Yamagata	Japan
Clemmens, Lizzie.....	Saline	Missouri
Craig, Kitty L.....	Weber	Utah
Crockett, Ermie.....	Saline	Missouri
Leonard, Edith.....	Saline	Missouri
Taylor, Fannie.....	Saline	Missouri

THE ACADEMY.

SENIORS.

NAME.	COUNTY.	STATE.
Althouse, Denny (B).....	Saline	Missouri
*Armstrong, Eva V. (B).....	Saline	Missouri
Baird, Alta M. (B).....	Adair	Missouri
Buchanan, Ratie (B).....	Randolph	Missouri
Clemmens, Delia C. (B).....	Saline	Missouri
Coats, Leroy J. (B).....	Wichita	Kansas
Downs, Eva L. (B).....	Saline	Missouri
Dunn, Alice F. (B).....	Saline	Missouri
Elliott, Annie E. (B).....	Holden	Missouri
Galloway, Clyde A. (A).....	Maury	Tennessee
Garst, Effie (B).....	Atchison	Missouri
James, Luther S. (B).....	Saline	Missouri
Jones, Harry L. (A).....	Saline	Missouri
Jones, W. W. (B).....	Otoe	Nebraska
Kahl, C. W. (B).....	Merced	California
*Kirk, Robt. L. (B).....	Cole	Missouri

NAME.	COUNTY.	STATE.
Lawless, Charles L. (B).....	Saline	Missouri
Long, Anna Dora (B).....	Saline	Missouri
Lowe, Wm. Walton (B).....	Gentry	Missouri
Mitchell, Maggie (B).....	Saline	Missouri
Mitchell, Emmett (A).....	Saline	Missouri
*Nuckles, Robt. H. (B).....	Saline	Missouri
Orear, Elizabeth (B).....	Saline	Missouri
*Rice, May Belle.....	Mesa	Colorado
*Russell, William L. (B).....	Johnson	Missouri
Shorb, Addie A. (B).....	Saline	Missouri
Sydenstricker, Vernon (B).....	LaFayette	Missouri
VanStone, Ida E. (B).....	Saline	Missouri
*Wells, Claude D. (B).....	Cooper	Missouri
Wells, Mary L. (B).....	Cooper	Missouri

MIDDLERS AND JUNIORS.

NAME.	COUNTY.	STATE.
Adams, Ernest.....	Saline	Missouri
Adams, Lillie Ellen.....	Saline	Missouri
Adams, Mary.....	Saline	Missouri
Allen, Mamie.....	Platte	Missouri
Althouse, May.....	Saline	Missouri
Bacon, Chas.....	Saline	Missouri
Barnett, Schuyler.....	Saline	Missouri
Bean, Jas. H.....	Monroe	Missouri
Benn, Zella.....	Pike	Missouri
Berryhill, Benjamin.....	Franklin	Kansas
Black, Mary C.....	Saline	Missouri
Blackburn, Henry F.....	Saline	Missouri
Blanchard, Lula Lee.....	Saline	Missouri
Bone, Walter Lawrence.....	Moultrie	Illinois
Browne, J. R.....	Saline	Missouri
Burford, Chas. E.....	Johnson	Missouri
Burke, Howard L.....	Saline	Missouri
Cameron, Lulu.....	Saline	Missouri
Cameron, Will A.....	Saline	Missouri
Campbell, Ida Mary.....	Randolph	Missouri

NAME.	COUNTY.	STATE.
Christy, Gilbert J.....	LaFayette	Missouri
Clemmens, Albert W.....	Saline	Missouri
Davidson, Phoebe J.....	Howell	Missouri
Denny, Bettie.....	Howard	Missouri
Denny, Lou.....	Howard	Missouri
Doak, Hugh.....	Saline	Missouri
Dobyns, Nelle.....	LaFayette	Missouri
Eldredge, J. S.....	Saline	Missouri
Embree, Roma.....	Saline	Missouri
Engel, J. C.....	Johnson	Missouri
Engel, Herbert E.....	Johnson	Missouri
Fant, David B.....	Barton	Missouri
Finley, Jas. E.....	Wilson	Kansas
Fletcher, David E.....	Macon	Missouri
Frozier, Leland.....	Randolph	Missouri
Freeman, Lura May.....	Macon	Missouri
Fulkerson, Reuben P.....	Johnson	Missouri
Garst, J. O.....	Saline	Missouri
Garst, O. W.....	Atchison	Missouri
Garrett, Glyndon.....	Cooper	Missouri
German, Mary Alice.....	Saline	Missouri
Gibbs, Lewis.....	Saline	Missouri
Gilbreath, Ellis.....	Cooper	Missouri
Gillum, May.....	Pike	Missouri
Glens, Flossie.....	Saline	Missouri
Goodding, Roscoe E.....	Macon	Missouri
Gross, Oresta C.....	Randolph	Missouri
Gurley, Albert K.....	Saline	Missouri
Guthrie, John W.....	Calloway	Missouri
Gwyn, Hugh C.....	Monroe	Missouri
Hail, Arthur L.....	Lettsu	Japan
Hancock, Wm.....	Saline	Missouri
Hannah, Julia Belle.....	Randolph	Missouri
Harkey, Lulu.....	Dunklin	Missouri
Harriman, Robt. S.....	Cooper	Missouri
Harvey, Maud.....	Saline	Missouri
Hays, Lula B.....	Atchison	Missouri
Headen, Edgar V.....	Franklin	Kansas

NAME.	COUNTY.	STATE.
Henderson, Jas. B.....	St. Clair	Missouri
Henry, Marcellus W.....	Boone	Missouri
Herring, Georgia.....	Saline	Missouri
Holmes, Lizzie.....	Fremont	Colorado
Humphrey, William.....	Saline	Missouri
Hughes, Sallie.....	Johnson	Missouri
Hunt, Effa.....	Saline	Missouri
Hurt, Elisha.....	Saline	Missouri
Huston, Virginia.....	Saline	Missouri
Jacobs, Galen B.....	Ray	Missouri
Jaenecke, Howard	Pike	Missouri
Jenkins, Ada.....	Saline	Missouri
Johnston, Rosa.....	Macon	Missouri
Jones, Edna.....	Pike	Missouri
Jones, Lottie.....	Pike	Missouri
Jones, Harry.....	Pike	Missouri
Jones, Maud.....	Saline	Missouri
Kincheloe, J. E.....	Scotland	Missouri
Kirk, Lelia.....	Audrain	Missouri
Laird, Janet.....	Saline	Missouri
Lewis, William W.....	Pettis	Missouri
Logan, Nora A.....	LaFayette	Missouri
Love, Maud.....	Saline	Missouri
Ludwig, Clara Regina.....	Saline	Missouri
Magee, Leila	Macon	Missouri
Marmaduke, Mary B.....	Saline	Missouri
Marshall, Nellie	Saline	Missouri
Marshall, Lucy	Saline	Missouri
Mays, Jas. W.....	Buchanan	Missouri
McCray, O. D.....	Saline	Missouri
McGinnis, John	Saline	Missouri
McKammon, Wm. A.....	Gentry	Missouri
McRoberts, A. J.....	Gentry	Missouri
McRoberts, Grace D.....	Gentry	Missouri
Meaders, Fred.....	Gentry	Missouri
Means, Anna Ione.....	Greenwood	Kansas
Mitchell, Callie B.....	Saline	Missouri
Montgomery, J. T.....	Barry	Missouri

NAME.	COUNTY.	STATE.
Moore, W. R.....	Jackson	Missouri
Murray, Earl	Buchanan	Missouri
Murray, Edith	Buchanan	Missouri
Murray, Grace	Buchanan	Missouri
Nading, Jas. O.....	Ray	Missouri
Nauman, Oscar	Holt	Missouri
Nauman, Stella	Holt	Missouri
Nave, Annie B.....	Saline	Missouri
Neff, Jesse	Saline	Missouri
Neff, Nadine G.....	Saline	Missouri
Neil, Nannie	Johnson	Missouri
Norman, Earl J.....	Buchanan	Missouri
Orr, Cameron	Saline	Missouri
Orr, Lena E.....	Saline	Missouri
Orr, Mary Lula.....	Saline	Missouri
Platt, Eugene	Macon	Missouri
Powers, H. C.....	Buchanan	Missouri
Prather, Mattie L.....	Saline	Missouri
Renick, Anna Dora.....	Jackson	Missouri
Rhodes, A. L.....	Moultrie	Illinois
Ridings, George V.....	Randolph	Missouri
Robertson, Sidney Irene.....	Randolph	Missouri
Robinson, Nellie	Miami	Kansas
Robuck, Chas. B.....	Logan	Colorado
Sappington, Geo. W.....	Saline	Missouri
Sherk, Lizzie. A.....	Saline	Missouri
Sherman, R. E.....	Jackson	Missouri
Smith, C. W.....	Atchison	Missouri
Smith, Stephen	Schuyler	Missouri
Steele, Charles	Saline	Missouri
Stephens, Letha	Macon	Missouri
Stephens, Lula	Macon	Missouri
Stewart, Russell	St. Clair	Missouri
Strickler, Arthur C.....	Knox	Missouri
Suinney, Jos. B.....	Saline	Missouri
Thomas, Chas. Lester.....	Saline	Missouri
Thompson, Bettie W.....	Randolph	Missouri
Thorpe, Lonnie B.....	Saline	Missouri

NAME.	COUNTY.	STATE.
Tucker, Sam'l L.....	Lincoln	Missouri
Umbarger, Tucker	Saline	Missouri
VanStone, Pearl	Saline	Missouri
Ward, Ellyne	Saline	Missouri
West, Jas. G.....	Johnson	Missouri
Wood, Oval A.....	Randolph	Missouri
Woodson, Mollie	Saline	Missouri
Woodson, Bettie	Saline	Missouri
Yeagle, Rowland P.....	Saline	Missouri
Zeigle, Anthony F.....	Cooper	Missouri
Zeigle, Wm. H.....	Cooper	Missouri
Zimmerman, Ed. H.....	Saline	Missouri
Zimmerman, Lizzie	Saline	Missouri
Zimmerman, Minnie	Saline	Missouri
Zoller, Emma	Guernsey	Ohio

ELOCUTION.

SPECIAL.

NAME.	COUNTY.	STATE.
Low, John R.....	Saline	Missouri
Morris, Miss —.....	Saline	Missouri

ART.

SPECIAL.

NAME.	COUNTY.	STATE.
Black, Katie	Saline	Missouri
Breathed, Mary	Saline	Missouri
Denny, Lou	Howard	Missouri
German, Mary	Saline	Missouri
Hunt, Mrs. T. N.....	Saline	Missouri
Ludwig, Clara	Saline	Missouri
Marmaduke, Bruce	Saline	Missouri
Mitchell, Edith	Saline	Missouri
Newall, Allie	Saline	Missouri
Stephens, Lula	Macon	Missouri
Strong, Gussie	Saline	Missouri
Thompson, Bettie	Randolph	Missouri

DRAWING.

NAME.	COUNTY.	STATE.
Allen, Mame	Platte	Missouri
Bone, Lawrence	Moultrie	Illinois
Buchanan, Ratie	Randolph	Missouri
Baird, Alta	Adair	Missouri
Burford, Chas.....	Johnson	Missouri
Clemmens, Delia	Saline	Missouri
Davidson, Phoebe	Howell	Missouri
Dunn, Alice	Saline	Missouri
Elliot, Annie	Johnson	Missouri
Engel, J. C.....	Johnson	Missouri
Gilbreath, Ellis	Cooper	Missouri
German, Mary	Saline	Missouri
Hurt, Elisha	Saline	Missouri
Harriman, R. S.....	Cooper	Missouri
Holmes, Lizzie	Logan	Colorado
Huston, Virginia	Saline	Missouri
Jones, H. L.....	Saline	Missouri
Jaenecke, Howard	Pike	Missouri
James, Luther	Saline	Missouri
Jones, W. W.....	Otoe	Nebraska
Lowe, W. W.....	Gentry	Missouri
Long, Dora	Saline	Missouri
Ludwig, Clara	Saline	Missouri
Montgomery, J. T.....	Barry	Missouri
Mitchell, Callie	Saline	Missouri
Mitchell, Maggie	Saline	Missouri
McRoberts, Grace	Saline	Missouri
Platt, E. D.....	Macon	Missouri
Renick, Dora	Jackson	Missouri
Rhodes, A. L.....	Moultrie	Illinois
Ridings, G. V.....	Randolph	Missouri
Steele, Chas	Saline	Missouri
Sydenstricker, V.....	LaFayette	Missouri
Sherman, R. E.....	Jackson	Missouri
Stephens, Lula	Macon	Missouri
VanStone, Ida	Saline	Missouri
Wells, Mary	Cooper	Missouri

NAME.	COUNTY.	STATE.
Ward, Ellyne	Saline	Missouri
Yeagle, Rowland	Saline	Missouri
Yeagle, Virginia	Saline	Missouri
Zeigel, A. F.....	Cooper	Missouri

MUSIC.

VOCAL CULTURE AND SINGING.

SEMINARY COURSE.

GRADE III.

NAME.	COUNTY.	STATE.
Baird, Alta, (Sop., C).....	Adair	Missouri
McNeely, Blanche, (Sop., C).....	Saline	Missouri

GRADE II.

NAME.	COUNTY.	STATE.
Adams, Cora, (Sop., B).....	Saline	Missouri
Goodding, Roscoe, (Baritone, B)....	Macon	Missouri
Mahard, John L. (Baritone, B).....	Saline	Missouri
McNeely, Bertha, (Sop., A).....	Saline	Missouri

GRADE I.

NAME.	COUNTY.	STATE.
Magee, Lela, (Contralto, B).....	Macon	Missouri
Shepherd, Mrs. R. L. (Sop., B)....	Macon	Missouri
Steele, Ava, (M. Sop., B).....	Saline	Missouri

PREPARATORY.

NAME.	COUNTY.	STATE.
Denny, Bettie, (Sop.).....	Howard	Missouri
Jones, Maud, (M. Sop.).....	Pike	Missouri
Jones, Mauda, (M. Sop.).....	Saline	Missouri
Scrutchfield, Mabel, (M. Sop.).....	Macon	Missouri
Sparks, Nellie, (M. Sop.).....	Saline	Missouri

PIANO. COLLEGE COURSE.

FRESHMEN.

NOTE.—Each grade is divided into three parts, A, B, and C; A being the lowest and C the highest.

Clemmens, Luvenia Saline Missouri

SEMINARY COURSE.

GRADE III.

NAME.	COUNTY.	STATE.
Althouse, May, (A).....	Saline	Missouri
Crockett, Ermie, (C).....	Saline	Missouri
Grimes, Juanita, (A).....	Saline	Missouri
Jones, Lotta, (A).....	Pike	Missouri
Lail, Ida, (C).....	Saline	Missouri
Magee, Lela, (A).....	Macon	Missouri
Martin, Georgie, (C).....	Macon	Missouri

GRADE II.

NAME.	COUNTY.	STATE.
Adams, Cora, (A).....	Saline	Missouri
Baird, Alta, (A).....	Adair	Missouri
Benn, Zella, (A).....	Pike	Missouri
Black, Mary, (A).....	Saline	Missouri
Gordon, Wm. (B).....	Saline	Missouri
Jones, W. W. (A).....	Otoe	Nebraska
Marshall, Nellie, (B).....	Saline	Missouri
Marshall, Lucy, (B).....	Saline	Missouri
Miller, Sophie, (C).....	Saline	Missouri
Page, Lillie, (A).....	Saline	Missouri
Sparks, Nellie, (B).....	Saline	Missouri
Yancey, Rozzie, (A).....	Howard	Missouri

GRADE I.

NAME.	COUNTY.	STATE.
Bell, Lela, (A).....	Saline	Missouri
Corum, Mrs. Annie, (B).....	Saline	Missouri
Denny, Bettie, (B).....	Howard	Missouri
Fant, D. B. (A).....	Barton	Missouri
Garst, Josie, (B).....	Saline	Missouri
Hail, Arthur, (A).....	Lettsu	Japan
Jones, Edna, (B).....	Pike	Missouri
Kirk, Lela, (B).....	Audrain	Missouri
Laird, Jalet, (B).....	Saline	Missouri
Mitchell, Callie, (A).....	Saline	Missouri
Rea, Mattie, (A).....	Saline	Missouri
Renick, Dora, (A).....	Jackson	Missouri
Robinson, Nellie, (B).....	Miami	Kansas
Stephens, Letha, (B).....	Macon	Missouri
Stephens, Lula, (A).....	Macon	Missouri
Stuart, Bessie, (C).....	Saline	Missouri
Zoller, Emma, (C).....	Guernsey	Ohio

PREPARATORY.

NAME.	COUNTY.	STATE.
Black, Sarah	Saline	Missouri
Eldridge, J. S.....	Saline	Missouri

VIOLIN.

NAME.	COUNTY.	STATE.
Grimes, Juanita	Saline	Missouri
Jones, Edna	Pike	Missouri
Ridings, G. V.....	Randolph	Missouri
Russell, Wm.....	Johnson	Missouri
Steele, Ava	Saline	Missouri

GUITAR.

NAME.	COUNTY.	STATE.
Denny, Bettie	Howard	Missouri
Gillum, May	Pike	Missouri

HARMONY AND COMPOSITION.

NAME.	COUNTY.	STATE.
Crockett, Ermie	Saline	Missouri
Hightshoe, Mabel	Saline	Missouri
McNeely, Blanche	Saline	Missouri
Martin, Georgie	Macon	Missouri

CHORAL CLASS.

NAME.	COUNTY.	STATE.
Adams, Cora	Saline	Missouri
Clemmens, Lizzie	Saline	Missouri
Doran, J. H.	Coles	Illinois
Dysart, Wm. J.	Saline	Missouri
Goodding, Roscoe	Macon	Missouri
Johnston, Arthur D.	Macon	Missouri
Kirkpatrick, John.	Saline	Missouri
Leach, Mrs. E. S.	Saline	Missouri
Penick, Mrs. J. M.	Saline	Missouri
Shepherd, Mrs. R. L.	Macon	Missouri
Shepherd, R. L.	Macon	Missouri
Shobe, Pattie	Saline	Missouri
Steele, Ava	Saline	Missouri
Ward, Ellyne	Saline	Missouri

M. V. C. MALE QUARTETTE.

NAME.	COUNTY.	STATE.
Goodding, Roscoe	Macon	Missouri
Johnston, Arthur D.	Macon	Missouri
Doran, J. H.	Coles	Illinois
Shepherd, R. L.	Macon	Missouri

SIGHT SINGING.

NAME.	COUNTY.	STATE.
Abe, Yoshibumi.	Yamagata	Japan
Bone, Lawrence	Saline	Missouri
Brown, J. R.	Saline	Missouri
Burford, Chas. E.	Johanson	Missouri

NAME.	COUNTY.	STATE.
Campbell, Susie	Saline	Missouri
Cox, Clay	St. Clair	Missouri
Davidson, Phoebe	Howell	Missouri
Doak, H. T.	Saline	Missouri
Dobyns, Nellie	LaFayette	Missouri
Eldridge, J. S.	Saline	Missouri
Engle, J. C.	Johnson	Missouri
Fletcher, D. E.	Macon	Missouri
Freeman, May	Macon	Missouri
Galloway, Clyde A.	Maury	Tennessee
Garst, J. O.	Saline	Missouri
Gillum, May	Pike	Missouri
Glens, Flossie	Saline	Missouri
Goodding, Roscoe E.	Macon	Missouri
Harvey, Maude	Saline	Missouri
Hays, Lulu	Atchison	Missouri
Holmes, Lizzie	Fremont	Colorado
Hunt, Mrs. Effa.	Saline	Missouri
Jacobs, G. B.	Ray	Missouri
Jaenecke, Howard	Pike	Missouri
Jones, Maude	Saline	Missouri
Jones, W. W.	Otoe	Nebraska
Kirk, Lelia	Audrain	Missouri
Lewis, W. W.	Pettis	Missouri
Mays, James W.	Buchanan	Missouri
Means, Ione	Greenwood	Kansas
Mitchell, Emmett H.	Saline	Missouri
Mitchell, Maggie	Saline	Missouri
Mitchell, Callie	Saline	Missouri
Moore, W. R.	Jackson	Missouri
Montgomery, J. T.	Barry	Missouri
Nauman, Stella	Holt	Missouri
Nave, Annie	Saline	Missouri
Powers, H. C.	Buchanan	Missouri
Ridings, G. V.	Randolph	Missouri
Robuck, Chas. B.	Logan	Colorado
Rhodes, A. L.	Moultrie	Illinois
Robinson, Nellie	Miami	Kansas

NAME.	COUNTY.	STATE.
Robertson, Sidney I.....	Randolph	Missouri
Sappington, G. W.....	Saline	Missouri
Shepherd, Mrs. R. L.....	Macon	Missouri
Shorb, Mary C.....	Saline	Missouri
Shorb, Addie	Saline	Missouri
Steele, Chas. D.....	Saline	Missouri
Stephens, Lulu	Macon	Missouri
Stephens, Letha	Macon	Missouri
Thompson, Bettie	Randolph	Missouri
VanStone, Pearl	Saline	Missouri
West, Jas. G.....	Johnson	Missouri
Wilson, C. J.....	Buchanan	Missouri
Zimmerman, Lizzie	Saline	Missouri
Zimmerman, Minnie	Saline	Missouri
Zimmerman, E. H.....	Saline	Missouri

ORCHESTRA.

NAME.	COUNTY.	STATE.
Adams, Ernest D.....	Saline	Missouri
Althouse, Denny	Saline	Missouri
Crockett, Ermie	Saline	Missouri
Dysart, Wm. J.....	Saline	Missouri
Engle, J. C.....	Johnson	Missouri
Engle, H. E.....	Johnson	Missouri
Glens, Flossie	Saline	Missouri
Gordon, Wm. C.....	Saline	Missouri
Goodding, Roscoe	Macon	Missouri
Guthrie, R. A.....	Macon	Missouri
Grimes, Juanita	Saline	Missouri
Hurt, Henry	Saline	Missouri
Jones, Edna	Pike	Missouri
Kirkpatrick, John.....	Saline	Missouri
LaMotte, Geo.....	Howard	Missouri
Olson, Wm.....	Saline	Missouri
Shepherd, R. L.....	Macon	Missouri
Steele, Ava	Saline ..	Missouri
Sydenstricker, V.....	LaFayette	Missouri

ALUMNI ASSOCIATIONS.

THE COLLEGE.

NAME.	COUNTY.	STATE.
Allen, Eli Nelson, (C) '92.....	Cedar	Missouri
Althouse, George H. (C) '95.....	Saline	Missouri
Baity, George Perry, (C) '91.....	Macon	Missouri
Caldwell, May, (E) '90.....	Pike	Missouri
Craven, James K., (C) '92.....	Randolph	Missouri
Dabbs, John Frederick, (C) '91.....	Johnson	Missouri
Edwards, Andrew, (C) '94.....	Saline	Missouri
Grove, Philetus A., (E) '94.....	Collin	Texas
Mullendore, George Decatur, (E) '91.....	Platte	Missouri
Olson, Stella (C) '95.....	Saline	Missouri
Perry, William F., (C) '92.....	Atchison	Missouri
Pile, Anna M., (E) '93.....	Scotland	Missouri
Roberts, John M., (C) '94.....	Saline	Missouri
Slaughter, Sarah Alice, (E) '93.....	Chariton	Missouri
Thorp, Anna Myrtle (C) '95.....	Howard	Missouri
Vance, Rufus Adair, (C) '93.....	Saline	Missouri
Walker, Willie (C) '95.....	Saline	Missouri
Walmsley, Emma, (E) '92.....	Saline	Missouri
Whitwell, E. O. (Eng.) '95.....	Saline	Missouri
Williams, Reuben A., (E) '92.....	Scotland	Missouri
Worley, John Cobb, (C) '94.....	LaFayette	Missouri

THE ACADEMY.

NAME.	COUNTY.	STATE.
Alison, Daisy, '92.....	Miami	Kansas
Alison, Durward B., '92.....	Miami	Kansas
Althouse, George H., '92.....	Saline	Missouri
Bacon, John T., '92.....	Saline	Missouri
Baker, Ezra Flavius, '93.....	Finney	Kansas
Barnett, Peyton, '93.....	Jackson	Missouri
Bowman, Mary, '95.....	Saline	Missouri

NAME.	COUNTY.	STATE.
Bryan, Finis E., '95.....	Monroe	Missouri
Burke, Ollie Reed, '95.....	Saline	Missouri
Campbell, Mary Belle, '95.....	Saline	Missouri
Carson, Madura, '92.....	Saline	Missouri
Clemmens, Lizzie, '94.....	Saline	Missouri
Conrad, Henry S., '94.....	Chariton	Missouri
Cox, Clay Lewis, '95.....	St. Clair	Missouri
Crockett, Ermie L., '94.....	Saline	Missouri
Davis, George Newton, '92.....	Saline	Missouri
Denny, Emily May, '95.....	Howard	Missouri
Delzell, Daisy, '95.....	Logan	Colorado
Divinia, Samuel T., '92.....	Buchanan	Missouri
Doran, J. H., '93.....	Coles	Illinois
Drane, James Erasmus, '92.....	Saline	Missouri
Dysart, William J., '93.....	Saline	Missouri
Fray, Mary, '94.....	Saline	Missouri
Fry, Carrie, '92.....	Saline	Missouri
Garst, John B., '92.....	Atchison	Missouri
Garst, Josie, '95.....	Saline	Missouri
Glick, Joseph M., '93.....	Andrew	Missouri
Good, John M., '93.....	Atchison	Missouri
Graham, Flora, '94.....	Johnson	Missouri
Grove, Philetus A., '93.....	Collin	Texas
Guthrie, Churchill, '92.....	Saline	Missouri
Guthrie, Robert Allen, '95.....	Macon	Missouri
Hail, William J., '95.....	Lettsu	Japan
Hall, Tillie F., '96.....	Daviess	Indiana
Hood, Joseph T., '92.....	Cooper	Missouri
Hopkins, Jennie M., '93.....	Saline	Missouri
Huff, Virgil V., '94.....	Saline	Missouri
Hunt, Thomas Newton, '96.....	Moultrie	Illinois
Hurt, William Henry, '92.....	Saline	Missouri
James, Albert R., '93.....	Saline	Missouri
Jenkins, George F., '94.....	Saline	Missouri
Johnston, A. D., '95.....	Macon	Missouri
Jones, John A., '93.....	Saline	Missouri
Kirkpatrick, John, '93.....	Saline	Missouri
Knight, Margaret C., '92.....	Pike	Missouri

NAME.	COUNTY.	STATE.
Kraemer, Herman, '93.....	Moniteau	Missouri
LaMotte, George A., '95.....	Howard	Missouri
Leinbach, Samuel U., '93.....	Jackson	Missouri
Lewis, Kate, '94.....	Saline	Missouri
Lower, Richard S., '94.....	Pettis	Missouri
McAlister, Lena, '92.....	Pike	Missouri
Mack, George H., '94.....	Hamilton	Tennessee
McNeely, Wm. D., '95.....	Saline	Missouri
McRoberts, Ernest, '95.....	Saline	Missouri
McDowell, H. M., '95.....	Saline	Missouri
Mitchell, Henry, '94.....	Saline	Missouri
Mitchell, William N., '92.....	Saline	Missouri
Montgomery, Albert, '94.....	Barry	Missouri
Montgomery, Finis, '95.....	Barry	Missouri
Olson, Stella, '92.....	Saline	Missouri
Olson, Wm. L., '95.....	Saline	Missouri
Page, Pattie Sims, '92.....	Saline	Missouri
Perry, Arthur E., '95.....	Otoe	Nebraska
Reed, William P., '95.....	Pike	Missouri
Roberts, James L., '93.....	Saline	Missouri
Russell, Oury O., '94.....	Nodaway	Missouri
Scrutchfield, Mabel, '95.....	Macon	Missouri
Shorb, Mary, '95.....	Saline	Missouri
Shorb, Cora Ellen, '94.....	Saline	Missouri
Shepherd, Robert L., '94.....	Macon	Missouri
Smith, Walter R., '95.....	Clay	Missouri
Sparks, Bettie, '94.....	Saline	Missouri
Sparks, Jessie, '95.....	Saline	Missouri
Steele, Avarilla D., '93.....	Saline	Missouri
Steele, Edna, '95.....	Saline	Missouri
Stuart, Willie May, '93.....	Saline	Missouri
Sullivan, Amos N., '92.....	Saline	Missouri
Surface, E. B., '95.....	Barber	Kansas
Terrell, Sarah J., '93.....	Saline	Missouri
Tickemyre, Lulu, '94.....	Saline	Missouri
Thorp, Lillian, '94.....	LaFayette	Missouri
Thompson, William J., '92.....	Linn	Missouri
Thorp, Anna Myrtle, '92.....	Howard	Missouri

NAME.	COUNTY.	STATE.
Voigts, E. E., '95.....	Wyandotte	Kansas
Walker, Willie, '92.....	Saline	Missouri
Ward, Jno. A., '95.....	Johnson	Missouri
Whitwell, Egbert O., '93.....	Saline	Missouri
Whitehead, Chas., '94.....	Macon	Missouri
Wilson, Chas. J., '94.....	Buchanan	Missouri
Yancey, Rozzie, '94.....	Howard	Missouri
Young, John, '93.....	Saline	Missouri
Young, Allan, '93.....	Saline	Missouri
Zimmerman, William F., '92.....	Saline	Missouri

GRADUATES IN MUSIC.

SEMINARY COURSE.

PIANO.

NAME.	COUNTY.	STATE.
Bishop, Alice Gertrude.....	Saline	Missouri
Cordell, Alice, '92.....	Saline	Missouri
Hightshoe, Mabel, '93.....	Saline	Missouri
McNeely, Bertha, '92.....	Saline	Missouri
McNeely, Blanche, '92.....	Saline	Missouri
Page, Mary B., '92.....	Saline	Missouri
Rea, Virginia, '92.....	Saline	Missouri
Taylor, Fannie, '93.....	Saline	Missouri

VOICE.

NAME.	COUNTY.	STATE.
Martin, Minnie, '92.....	Saline	Missouri
LaMotte, Gertrude, '92.....	Saline	Missouri
Slaughter, Alice, '94.....	Charlton	Missouri

SUMMARY.

	1894-'95.	1895-'96.
THE COLLEGE:		
Seniors.....	5	13
Juniors.....	5	9
Sophomores.....	14	14
Freshmen.....	22	22
Specials.....	3	6
Irregular.....	32	41
Total.....	81	105
THE ACADEMY:		
Seniors.....	34	30
Middlers }	129	152
Juniors }		
Total.....	163	182
THE SCHOOL OF MUSIC:— <i>Vocal</i> —		
Special.....	11	18
Sight Singing.....	21	57
Orpheus Club.....	...	...
Harmony.....	5	4
Choral Class.....	...	14
<i>Instrumental</i> —		
Piano.....	32	39
Violin.....	...	5
Guitar.....	1	2
Pipe Organ.....	1	...
Orchestra.....	15	19
Mandolin Club.....	9	...
Total.....	95	156

	1894-'95.	1895-'96.
THE SCHOOL OF ART:		
Special.....	18	12
Drawing.....	39	42
Total.....	47	54
Total in all Schools.....	395	497
Candidates for Ministry.....	42	40
Candidates for Missions.....	8	4
Male Students.....	142	143
Female Students.....	96	132
Male Students in College.....	53	67
Female Students in College.....	28	38
Male Students in Academy.....	107	89
Female Students in Academy.....	56	84
Male Students in Music.....	40	62
Female Students in Music.....	55	94
Male Students in Art.....	18	21
Female Students in Art.....	29	33
Total in all Schools.....	395	497
Counted more than once.....	157	222
NET ATTENDANCE.....	238	275

DEPARTMENT OF INSTRUCTION.		ACADEMY.						COLLEGE.										
		No. of Courses.		Hours Per Week.		Whole No. in all Courses.			No. of Different Students in each Department.			Per Cent. of all Work.						
						Male.	Female.	Total.	Male.	Female.	Total.			Male.	Female.	Total.		
Bible	6	200	134	334	100	67	167	6.7	10	10	110	59	169	55	30	85	7.8	
English	7	23	157	259	71	51	122	16.8	9	18	95	57	152	28	22	50	14.	
Philosophy									6	10	52	8	60	12	3	15	4.6	
Sociology									2	4	38	7	45	28	7	35	4.2	
History	4	13	71	128	52	45	97	8.3	4	8	40	8	48	27	8	35	4.4	
Elocution	2	8	32	68	33	30	63	5.5	4	6	36	29	65	33	19	52	3.9	
Latin	6	25	153	262	88	66	154	23.7	7	15	37	14	51	24	7	31	5.1	
Greek	4	17	52	69	27	9	36	5.9	7	15	44		44	21		21	4.1	
French									5	9	41	36	77	23	21	44	7.	
German									6	9	39	19	58	21	10	31	5.	
Natural History	2	6	22	18	40	20	15	35	2.4	7	19	68	20	88	43	12	55	11.7
Chemistry and Physics	2	8	41	39	80	28	26	54	6.6	7	22	58	21	79	49	15	64	13.6
Mathematics	6	24	162	102	264	100	50	150	21.3	7	21	74	27	101	38	21	59	14.6
Music	1	1	17	40	57	17	40	57	1.1									
Drawing	1	2	42	44	86	21	22	43	1.7									

TABULAR STATEMENT OF REQUIRED COURSES.

DEPARTMENT.	BACHELOR OF ARTS.		BACHELOR OF PHILOSOPHY.	
	COURSES.	HRS.	COURSES.	HRS.
ible.....	I, II, III, IV, VII, VIII, IX, X.....	8	I, II, V, VI, VII, VIII, IX, X.....	8
English.....	I, II, III, VI, VII.....	10	I, II, III, VI, VII.....	10
Philosophy.....	I, II, V, VI.....	8	I, II, VI, VII.....	8
Sociology.....				
History.....	I, II.....	4	I, II.....	
Elocution.....	I, II.....	4	I, II.....	4
Latin.....	I, II, VII.....	7	I, II, VII.....	7
Greek.....	I, II, VII.....	7		
French.....			I, II, III, IV, V.....	9
German.....			I, II, III, IV, V.....	9
Natural History.....	I, II, V.....	7	I, II, V.....	7
Chemistry and Physics.....	I.....	5	I.....	5
Mathematics.....	I, III, IV.....	10	I, III, IV.....	10
Total.....		70		81

TABLE OF SYNCHRONOUS COURSES OF STUDY. (Classical.)

DEPARTMENTS.	FRESHMAN.				SOPHOMORE.				JUNIOR.				SENIOR.			
	1ST. SEM.		2ND. SEM.		1ST. SEM.		2ND. SEM.		1ST. SEM.		2ND. SEM.		1ST. SEM.		2ND. SEM.	
	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.
Bible	I ₁		II ₁		III ₁	V ₁	IV ₁	VI ₁	VII ₁		VIII ₁		IX ₁	XI ₂	X ₁	XII ₂
English.....	I ₂		II ₂	IX ₂ or X ₂	III ₂	V ₂	VI ₂	IV ₂	VII ₂		VIII ₂					
Philosophy													I } II } ₄		V } VI } ₂	III } IV } ₄
Sociology							II ₂		I ₂			II ₂				III ₂
History														III ₂		IV ₂
Elocution								IV ₂	I ₂	III ₁	II ₂	IV ₁				
Latin	I ₃		II ₃		VII ₁	III ₂		IV ₂		V ₂		VI ₂				
Greek	I ₃		II ₃		VII ₁	III ₂		IV ₂		V ₂		VI ₂				
French						I } II } ₄	III } IV } ₄ V ₁									
German										I } II } ₄		III } IV } ₄ VI ₁				
Nat. History					I ₂ ½		II ₂ ½			III ₃ VII ₂		IV ₃ VI ₃			V ₂	
Chem. and Physics	I ₅			II ₅		III ₂				VI ₄		VII ₄		IV ₄		
Mathematics	I ₄			II ₄	III ₃		IV ₃			V ₃		VI ₃				V ₃ VII ₃
Music		I ₁		II ₁						I						

N. B.—The Roman numerals indicate the number of the course as outlined on pages 61 to 66.

The subscript Arabic numerals indicate the number of weekly recitations.

SCHEDULE OF RECITATIONS.

FIRST SEMESTER, 1896.

	Dr. Black.	Dr. McGlumphy.	Prof. McGinnis.	Prof. Grube.	Prof. Penick.	Miss Orr.	Prof. Gallo- way.	Prof. Peters.	Miss Thorp.
8-00	Bible. (1). T.; (II). W. (IV). Th; (3). F.; (II). S.	(1) Arith. W. Th. F. S.	(IV) Psychol. T. W. F. S. (IV) Logic F.	(2) Caesar T. W. Th. S. (II) New. Test.	(II) Miner- alogy. W. F.	(III) Ad. Elocu. W. F.	(II) Biology. T. Th. [S.]		(3) Cicero. T. Th. S.
9-00	Bible. (III) T.	(II) Univ. Alg. T. Th. S.		(2) First Greek Daily.	(1) El. Science. T. Th. S.	(3) U. S. Hist. W. Th. F. S.		(III) Shakes're & Milton. W. F. (1) Eng Comp. T. Th. S.	(I.) Livy. T. Th. S.
10-00	Bible. (2) W.	(III) Anal. Geom. T. Th. S.	(1) First Latin Daily.	(I) Herodotus. T. Th. S. (III) Aeschyl- lus. W. F.	(IV) Mechanics T. W. F. S.	(2) Anc. Hist. T. Th. S. (II) Hist. Eng. W. F.	(1) Applied Geography. T. Th. S.	(3) Eng. Lit. T. Th. S. (I) Rhet. Invt. W. F.	(1) First Latin. Daily.
11-00	(IV) Hebrew. W. F.	(I) Trigonom. T. W. Th. F.	(II) Terence. T. Th. (II) Lat Lit. S.	(II) Demos. W. F.		(III) Shakes- peare. S.	(3) Physiology. T. W. Th. F.	(2) El. Rhet. W. T. F. S.	(III) Tusc. Disp. W. F.
12 00									
2-00		(2) Algebra. Daily.		(3) Memorabil. Daily.	(I) Chemistry. Daily.	(IV) Const. Hist. T. F.	(III) Zoology. T. [W.] F.	(II) Anglo-Sax T. F. (II) Philol. W. S.	
3-00	Prof. Place. (1) Voc. Cult. W.	(3) Geometry. Daily.	(II) German. Daily.		Laboratory. Daily.	(2) El. Eloc. Daily.	(III) Sociology T. F. Zool. Lab. [W.]	(1) Gram Daily.	(II) French. Daily.

*The Arabic numerals 1, 2, 3 indicate courses in the Junior, Middle and Senior Academy, respectively.

**The Roman numerals I, II, III, IV are placed with the prescribed and elective courses of the appropriate college classes, com-
mencing with the Freshman.

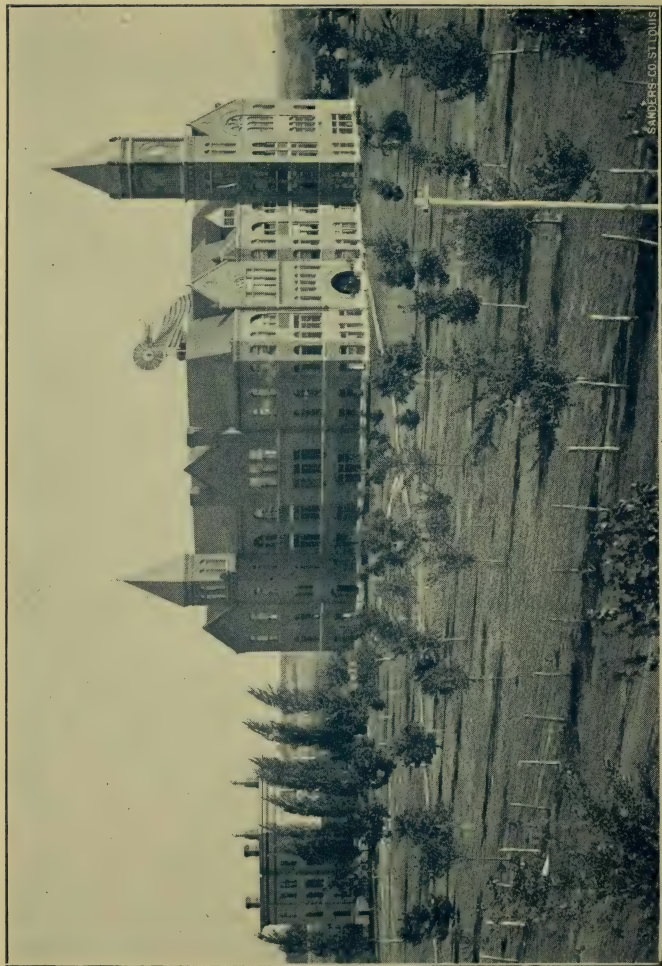
The letters indicate the days of the week in which the recitation occurs.

SECOND SEMESTER, 1897.

	Dr. Black.	Dr. McGlumphy.	Prof. McGinnis.	Prof. Grube.	Prof. Penick.	Miss Orr.	Prof. Gallo- way.	Prof. Peters.	Miss Thorp.
8:00	Bible. (1), T; (I), W. (IV) Th. (3), F; (II), S.	(1) Arth. W. Th. F. S.	(IV) { Metaphys & Phil. Relig. T. W. F. S. (II) Germ. Lit. Th.	(2) Caesar. T. W. Th. S.		(III) Ad. Elocu. W. F. (IV) Hist. Civil. T. S.	(II) Biology. T. Th. [S.]		(3) Virgil. T. W. Th. S. F. (II) Fr. Lit. F.
9:00	Bible. (III), T.	(II) Univ. Alg. T, Th. S.	(1) Horace. T. Ch. S.	(2) Anabasis. Daily.	(3) El. Physics. Daily.	(II) Hist. Eng. W. F.	(3) Physiogra- phy. W. F.	(III) Brown- Tennys. W. F. (1) Composi- tion. T. Th. S.	
10:00	Bible. (2), W.	(III) Calculus.	(1) First Latin.	(1) Phaedo. T. S. (II) Sophocles. W. F.	(IV) Ad. Phys- ics. T. W. F. S.	(2) Med & Mod. Hist. T. Th. S.	(III) Geology. T. Th. S. (III) Pol. Econ. W. F.	(2) Eng. Lit. T. Th. S. (1) Rhet. In- vent. W. F.	(1) First Latin. Daily.
11:00	(IV) Hebrew. W. F.	(3) Geometry. T. W. Th. F.	(IV) Ethics and Aesthetics. W. F.	(III) Arist. W. F. (II) Gr'k Lit. T. (II) New Test. Th.	(1) Surveying. T. W. Th. F.	(III) Shakes- peare. S.	(III) Botany. T. Th. [S.]	(1) Eng. Fic- tion. W. F.	(II) Tacitus. W. F.
12:00									
2:00		(2) Algebra.		(3) Homer. T. W. F.	(1) Organ. Chem. Daily.	(2) El. Elocu.	(IV) Comp. Phys. W. F.	(II) Anglo-Sax T. F. (II) Philol. W. S.	
3:00	(3) Drawing. W. F.	(IV) Astron'y. T. W. F.			Laboratory. Daily.	(3) Civil Gov't. T. W. F.		(1) Gram. Daily.	(II) French. Daily.

CALENDAR 1896-97.

May	29, 1896—Academic Graduating Exercises.
May	30, 1896—Elocutionary Recital.
May	31, 1896—Baccalaureate Sermon.
June	1, 1896—Annual Reception of the Alumni.
June	1, 1896—Classical Concert by the School of Music.
June	2, 1896—Annual Exhibition by the School of Art.
June	2, 1896—Lecture to the Literary Societies.
June	3, 1896—COMMENCEMENT.
September	2, 1896—Entrance to Examinations.
September	3, 1896—First Semester Begins.
September	3, 1896—Class Organizations.
September	4, 1896—Recitations Begin.
November	26, 1896—Thanksgiving Day.
December	7, 1896—First Recital by the School of Music.
December	24, 1896—Christmas Vacation Begins.
January	2, 1897—Holidays End. Recitations Resumed.
January	13, 1897—First Semester Ends.
January	14, 1897—Second Semester Begins.
January	24, 1897—Day of Prayer for Colleges.
February	22, 1897—Washington's Birthday.
March	1, 1897—Second Recital by the School of Music.
May	28, 1897—Academic Graduating Exercises.
May	29, 1897—Elocutionary Recital.
May	30, 1897—Baccalaureate Sermon.
May	31, 1897—Reunion of Literary Societies.
June	1, 1897—Annual Reception of the Alumni.
June	1, 1897—Classical Concert by the School of Music.
June	2, 1897—Annual Exhibition by the School of Art.
June	2, 1897—Lecture to the Literary Societies.
June	3, 1897—COMMENCEMENT.



SANDERS CO. ST. LOUIS

GENERAL VIEW OF CAMPUS, COLLEGE AND DORMITORY.

EIGHTH
ANNUAL CATALOG
MISSOURI VALLEY
COLLEGE

MARSHALL, MISSOURI

1896-97

Gift of Missouri Valley College

. . . PREFACE. . . .

MISSOURI VALLEY COLLEGE was founded for the purpose of Christian education, and is under the control of the Synods of the Cumberland Presbyterian Church in Missouri, Kansas, Nebraska and Colorado. It was located at Marshall, Mo., in the spring of 1888, by a Board of Commissioners appointed for that purpose, and is chartered to exercise the privileges and perform the duties of a College.

The College is co-educational. The time is past when it was necessary to argue the importance of co-education. It is helpful to both sexes to be brought together in the recitation rooms. It helps their manners, stimulates endeavor, conserves morality, and fosters self-respect and self-control. It is nature's order, and nature's law, and hence all leading institutions are being brought into conformity with it. Only belated minds oppose co-education in these days.

The following pages contain the facts concerning the organization, management, faculty, departments, courses of study, aims, work, advantages, and, in general, all important information concerning this institution of learning. Persons contemplating attendance here are revuested to study these pages carefully.

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WALLACE ELMER GRUBE, A. M.,

Dean of the Academy

And

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Biology and Sociology.

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English.

MYRTLE THORP, A. B.,
French and Latin.

Philosophy.

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Voice, Piano, Theory, Pipe Organ.

MRS. M. LAURA WOODS PLACE, A. B., B. M.,
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MABEL HIGHTSHOE,
Piano.

EDITH LEONARD,
Drawing and Painting.

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President.

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JOAN CAMPBELL ORR, A. M.,

JOHN MOORE PENICK, A. M.,

Committee on Students' Courses of Study.

THOMAS WALTON GALLOWAY, A. M., Ph. D.,

JOAN CAMPBELL ORR, A. M.,

Committee on Public Announcements.

ROBERT JOHN PETERS, A. M.,

GEORGE HERBERT MACK,

ARTHUR EUGENE PERRY,

Librarian and Assistants.

LUVENIA CLEMENS,

Proctor.

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European Politics.

MISS RENA REZNER,
Missions in Japan.

REV. JAMES W. LAUGHLIN, A. M.,
Missions in Mexico.

REV. J. N. HUGGINS,
Easter Sermon.

REV. WILLIAM HENRY BLACK, D.D.,
Baccalaureate Sermon.

Oration to Literary Societies.

Commencement Oration.

AIM AND WORK OF THE COLLEGE.

Missouri Valley College aims to give to each student a thorough college training of the highest order. Those who wish to get diplomas by the easiest method are not expected here. She does not enter into competition with any other so-called college with a view of furnishing a short-cut to an education in order to get students. Her first motto is "thorough work of the highest order." Her graduates will never blush to confess their *alma mater*.

In order to accomplish the end of her existence, she provides an ACADEMIC COURSE of study that all her students may be thoroughly fitted for admission to the Freshman Class of the College. She also provides a CONSERVATORY OF MUSIC for those who wish to become proficient in this accomplishment, and a SCHOOL OF ART for those who desire to perfect themselves in drawing and painting. THE COLLEGE, however, is that around which everything else is grouped, and to which every other department is subordinate.

THE ACADEMY.

Because of the inferior work done in many schools in the West and because of the importance of a thorough preparation before entering college, it is necessary to maintain a preparatory department. In Missouri Valley College, three years are given to the Academic Course. Students are not required to spend three years in the Academy if their studies have been sufficiently advanced to admit them to the higher classes. They will be examined upon entrance and assigned to the classes for which they are fitted.

Those who pass the final examinations and graduate in the Academy are prepared, not only for the Freshman Class of this College, but for the same standing in the highest colleges in the East.

Students who successfully complete the Academic Course are entitled to rank *cum laude*, *magna cum laude* or *summa cum laude*, as their grades will warrant. See page 81 for further information.

No girl will be admitted as a student in the Academy unless she is thirteen years old.


No boy will be admitted as a student in the Academy unless he is fourteen years old.

THE ACADEMIC COURSE OF STUDIES.

SEMESTER*	JUNIOR YEAR.
I.	Old Testament History. 1 hour each week. Arithmetic. First Latin. 5 hours. English Grammar. 2 hours. English Composition. 3 hours. Physical and Applied Geography. 3 hours. 125 <i>Latin Composition throughout the Course.</i>
II.	Old Testament History. 1 hour. Arithmetic. First Latin: Gradatim. 5 hours. English Grammar. 2 hours. Primary Rhetoric. 3 hours. Elementary Elocution.
SEMESTER.	MIDDLE YEAR.
I.	Old Testament History. 1 hour. Elementary Algebra. Viri Romæ. Nepos. First Greek. 5 hours. Universal History. 3 hours. Elementary Rhetoric. 4 hours. Science Introduction. 3 hours. 125 <i>Greek Composition throughout the Course.</i>
II.	Old Testament History. 1 hour. Elementary Algebra (finished). Cæsar's Gallic War. Xenophon's Anabasis. 5 hours. Universal History (finished). 3 hours. English Literature. 5 hours.

*The *first* Semester begins September 8, 1897, and ends Jan. 12, 1898 ; *second* Semester, Jan. 13, 1898, to June 2, 1898.

ACADEMIC COURSE OF STUDIES—Continued.

SEMESTER.	SENIOR YEAR.
I.	History of English Bible. 1 hour. Geometry. Cicero's Grations. 3 hours. Xenophon's Memorabilia. History of the United States. English Literature. 5 hours. Physiology. 3 hours.
II.	Biblical Introduction. 1 hour. Geometry, (finished). Vergil's Æneid. Homer's Iliad. 3 hours. Civil Government 3 hours. Drawing. 2 hours. Elementary Physics. 5 hours. Physiography. 2 hours.  Sight Reading of Latin and Greek preparatory to Admission to the College.

NOTE.—The academic course for Philosophical and English students is the same as above, *except Greek*.

Four hours a week will be given to each subject, except where otherwise indicated.

Elementary Elocution is *required* in the Academy.

See next page for full exposition of the Academic Course in English.

ENGLISH LANGUAGE AND LITERATURE.

Courses of Instruction in the Academy.

I and II. ENGLISH GRAMMAR. The aim of these courses is to make a practical study of the fundamental principles of English Grammar, until the observance of the grammatical rules and laws becomes the student's *second nature*. Prose and poetical selections are analyzed and parsed.

TEXT: Whitney's and Lockwood's *English Grammar*.

III and IV. COMPOSITION AND PRIMARY RHETORIC. These courses are designed to give the pupil constant practice in the writing of reproductions, developments, paraphrases, compositions and essays. The more simple rhetorical principles are taught as a preparation for the more advanced elementary rhetoric.

TEXTS: Chittenden's *Elements of English Composition*; Hawthorne's *Snow Image and other Twice Told Tales*; Butler's *School English*; Lamb's *Tales from Shakespeare*.

V. ELEMENTARY RHETORIC. In this course the elementary rules and principles of rhetoric are carefully studied and made practical by the writing of compositions and essays. Much attention is given to the correction of exercises and to the rhetorical analysis of selections from prose literature.

TEXTS: Hill's *Foundations of Rhetoric*; Buehler's *Practical Exercises in English*; Irving's *Sketch Book*.

Prerequisite: Courses I, II, III, IV.

VI and VII. ENGLISH LITERATURE. It is proposed in these courses to lead the pupil into the reading and study of English Literature. Standard works of prose and poetry are read and discussed, while the reading is supplemented by reproductions and critical essays. The course of reading for 1897-1898 is the course adopted by the "Commission of Colleges in New England on Admission Examinations :"

Shakespeare's *Merchant of Venice* (55); Shakespeare's *As You Like It* (57); Scott's *Marmion* (48); Longfellow's *Evangeline*; Burke's *Speech on Conciliation with America*; Macaulay's *Essay on Dr. Samuel Johnson*; De Foe's *History of the Plague in London* (21); Irving's *Tales of a Traveler*; Hawthorne's *Twice-Told Tales*; George Eliot's *Silas Marner*.

TEXTS : Standard annotated editions of the above works.

Prerequisite : Course V.

The method for testing what has been done in English is as follows :

1. A short composition, correct in orthography, punctuation, construction of sentences and paragraphs, grammar, diction and style, on a theme drawn from one of the books in Courses VI and VII. (Academy).

2. Criticism and correction of specimens of incorrect English.

3. A written examination on the fundamental principles of Grammar and Rhetoric.

The Report of the "Committee of Nine."

In 1895 the Missouri College Union, in the interests of higher education, appealed to the State Teachers' Association for the appointment of a committee to consider the propriety of making a classification of the colleges of Missouri on the basis of an intelligent and comprehensive definition of what constitutes a true college. The State Teachers' Association unanimously approved of the suggestion, broadened the plan by making it include the suggesting of proper High School and Academic courses of study and appointed a Committee of Nine representative educators to draft a report on the subject. The Report, as the result of much conscientious labor, was submitted to the State Teachers' Association in 1886 and adopted. It contains so much that is valuable to this and other Colleges, and so much that is suggestive to parents and others who desire to inform themselves as to what constitutes a COLLEGE and what should be included in an Academic course of study, that it is herewith published in full.

REPORT OF THE "COMMITTEE OF NINE."

The committee, appointed in June, 1895, by the State Teachers' Association of Missouri, to consider the classification of colleges in the state, the proper requirements for admission to college, and to suggest courses of study for secondary schools, respectfully submit the following report :

A.—THE CLASSIFICATION OF COLLEGES.

To be classed as a college at all, an institution of learning should meet fully these conditions :

1. It should require from every student, for a degree, four years of academic study, with a minimum of fourteen hours a week.
2. It should have a faculty of at least six teachers, each giving his entire working time to instruction in the institution, at least nine hours a week of which time should be devoted to college instruction in one or more of the following subjects: English, Latin, Greek, French, German, history and mythology, political economy, philosophy, mathematics, physics, chemistry and biology.
3. It should teach science by the laboratory method and should have laboratories well equipped for individual student work in at least physics, chemistry and biology.

4. Recognizing the impossibility of conducting a college on tuition fees alone, we believe that no institution should be recognized as a college that has not adequate grounds, buildings and equipment, and an income producing endowment of at least \$100,000.

5. It is very desirable that the academy should be separated from the college and, while it is not at present possible to accomplish this in all cases, it is the opinion of the committee that colleges should work toward such separation.

B.—MINIMUM REQUIREMENTS FOR ADMISSION.

Defining a period as a time of instruction of from thirty to forty-five minutes, and a point as five periods a week for one year of nine months in one subject, the minimum requirement for admission to college should be as follows: Satisfactory evidence of three points in English, two points in history and mythology (in the classical course one point in history and mythology), three points in mathematics, and four more points to be chosen from the following subjects (but if a foreign language be offered at least two points will be required in this): Zoology, botany, physics, or chemistry; Latin, Greek, German, or French; or an additional year's work in English, or in history and mythology, or one additional year in mathematics.

1. Of the three points required in English, at least two should be devoted to the reading and study of masterpieces of American and English literature, written exercises being required of each pupil at least twice a month throughout the three years.

2. In history the first point should comprise Greek and Roman history and mythology. The second point and the third, when taken, should be chosen from the following: Mediaeval and modern history, English history and civil government, American history and civil government.

3. The three points in mathematics should cover algebra and plane geometry, as given in standard high school text-books on these subjects. If a fourth point in mathematics be offered it should be solid geometry and plane trigonometry.

4. In science a point should be a year's laboratory work in any one of the following: Zoology, botany, physics, or chemistry.

5. The two points of Latin, when offered, should cover the introductory book, and the reading of three books of Cæsar, or its equivalent in other Latin prose, and Latin composition. The third point in Latin should cover six orations of Cicero with composition; the fourth point should cover four books of Vergil with prosody and mythology and composition.

6. The two points in Greek, when offered, should cover the mastery of an introductory book,

Greek composition, and the reading of three books of the Anabasis, or an equivalent in other Attic prose.

7. The two points in German, when offered, should be the ability to read ordinary German prose at sight, and to translate simple English sentences into German, and should include the correct pronunciation of the language, and some facility in conversation.

8. The two points in French, when offered, should be the ability to read ordinary French prose at sight, and to translate simple English sentences into French, and should include the correct pronunciation of the language, and some facility in conversation.

It is the opinion of the committee that all post-graduate work should be left to the universities and should not be attempted by the colleges.

C.—COURSE OF STUDY FOR SECONDARY SCHOOLS.

The committee interpret the term "secondary schools," as used in these recommendations, to include the public high schools, the academies, and schools preparatory to college.

Four parallel courses, as outlined in detail in accompanying schedule, are recommended by the committee.

PARALLEL COURSES OF STUDY FOR SECONDARY SCHOOLS.

	No. 1.	No. 2.	No. 3.	No. 4.
	ENGLISH.	MODERN LANG. & SCIENCE.	LATIN & SCIENCE.	CLASSICAL.
1st year.	English Algebra Zoology Gr. & Rom. Hist.	English Algebra Zoology Gr. & Rom. Hist.	English Algebra Latin Gr. & Rom. Hist.	English Algebra Latin Gr. & Rom. Hist.
2d year.	English Algebra Bot. or Phys. Geog., Eng. Hist. & C. G. or Mod. Hist. or Am. Hist. & C. Gov.	English Algebra Bot. or Phys. Geog., Eng. Hist. & C. G. or Mod. Hist. or Am. Hist. & Civ. Gov.	English Algebra Latin Eng. Hist. & C. G. or Mod. Hist. or Am. Hist. & C. Gov.	English Algebra Latin Eng. Hist. & C. G. or Modern Hist. or Am. Hist. & C. Gov.
3rd year.	English Geometry Physics Mod. Hist. or Eng. Hist. & C. G., Am. Hist. & Civ. Gov.	English Geometry Physics German or French	English Geometry Physics Latin	English Geometry Latin Greek
4th year.	English Chemistry Solid Geom. & Trig. Reviews or op- tional study.	English Chemistry Ger. or French Reviews or op- tional study.	English Chemistry Latin Reviews or op- tional study.	English Physics Latin Greek

For schools unable, on account of lack of teaching force, to undertake all the work outlined above, the following recommendations are made :

1. The school having but one teacher should confine its work to the first and second years of course No. 1.

2. Schools having not more than two teachers should confine themselves to the first three years of course No. 1.

3. Schools having only three teachers should confine themselves to full course No. 1, or to the first three years of courses No. 1 and No. 3.

4. Schools having only four teachers should not undertake more than two of the four full courses.

5. Schools having five or more teachers may be able to do the full work of the four parallel courses as outlined above.

REMARKS.

1. In the interest of uniformity the Roman method of pronouncing Latin, with strict attention to quantity, is strongly urged. The Greek language should be pronounced in accord with the written accent and the quantity of the vowels, as laid down by the Greek conference of the Committee of Ten.

2. A library should be used as a laboratory for work in history, literature, and language as well as for general reading. The larger schools should provide suitable rooms and should employ a competent librarian whose whole time is devoted to helping pupils in their reading and investigation. Collateral

reading in such a library should be a part of the regular work, especially in history and in literature.

3. Map drawing is valuable in emphasizing the geography of the countries studied in history.

4. Work in laboratories should be done under the general supervision of the instructor, but should be done by the student. Laboratory note books should represent, in historical order, every step in his own experiments and observations, so as to be a fair index of the real work done by the student.

5. In the interest of thorough work in secondary schools, it is strongly recommended that no teacher be assigned more than seven working periods per day, with a maximum of thirty pupils in a section.

The committee recommend that the president of this association appoint, with power to act, a committee of seven, representing the different educational interests of the State, to take steps toward securing legislation establishing an educational commission with power to make effective the purposes of this report.

R. H. JESSE,	W. T. CARRINGTON,
W. H. BLACK,	L. J. HALL,
W. S. CHAPLIN,	JOHN R. KIRK,
GEO. L. OSBORNE,	J. D. WILSON,
A. F. FLEET,	Committee.

THE ACADEMY AND THE REPORT.

A COMPARISON.

In order to make an exhibit of the standing of the Academy of Missouri Valley College as compared with the suggested High School courses of the Committee of Nine, a table has been prepared. In order to make the comparison exact in respect of the time-requirement, the maximum period suggested by the Committee, namely, 45 minutes, has been chosen and the time reduced to one hour periods.

It will be observed that the course suggested by the Committee of Nine is a *minimum* required course for three-year High Schools.

Patrons are requested to note that students who have completed the course laid down by the Committee of Nine, will be admitted to their proper standing in the Academy of Missouri Valley College on presentation of a diploma from a properly accredited High School.

COMPARISON OF REQUIREMENTS.

ACADEMY.

I. ENGLISH.

Formal—1 year of 7 hours per week.

Literature—1 year of 5 hours per week.

The Academy— $3\frac{1}{4}$ hours per week ahead in Formal work.

The Academy— $2\frac{1}{2}$ hours per week behind in Literature.

COMMITTEE OF NINE.

3 Year High School.

I. ENGLISH.

Formal—1 year, $3\frac{3}{4}$ hours per week.	}	2 written exercises per month.
Literature—1 year, $7\frac{1}{2}$ hours per week.		

II. MATHEMATICS.

Arithmetic—1 year, 4 hours per week.

Algebra—1 year, 4 hours per week.

Geometry—1 year, 4 hours per week.

The Academy—4 hours per week ahead in Arithmetic.

The Academy— $3\frac{1}{2}$ hours per week behind in Algebra.

The Academy— $\frac{1}{4}$ hour per week ahead in Geometry

II. MATHEMATICS.

Algebra—1 year, $7\frac{1}{2}$ hours per week.

Geometry—1 year, $3\frac{3}{4}$ hours per week.

III. LATIN.

Introductory Latin } 1 year,
 and } 5 hours
 Gradatim. } per wk.
 Nepos and Caesar—1 year, 4
 hours per week.
 Cicero's Orations } 1 year, $3\frac{1}{2}$
 and } hours per
 Virgil. } week.
 The Academy.— $1\frac{1}{4}$ hours per
 week ahead in Latin.

IV. GREEK.

Introductory Book } 1 year, 5
 and } hours per
 Anabasis. } week.
 Memorabilia }
 and } 1 year, $3\frac{1}{2}$ hours
 Iliad } per week.
 The Academy—1 hour per
 week ahead in Greek.

V. HISTORY.

Universal History—1 year, 3
 hours per week.
 American History—1 year, 2
 hours per week.
 Civil Government—1 year, $1\frac{1}{2}$
 hours per week.
 The Academy—1 hour per week
 behind in History.

III. LATIN.

Introductory Book } 2 years,
 3 Books of Cæsar } $3\frac{3}{4}$ hours
 Composition. } per week.
 6 Orations of Cicero.—1 year,
 $3\frac{3}{4}$ hours per week.

IV. GREEK.

Introductory Book } 1 yr. $7\frac{1}{2}$
 3 Books of Anabasis } hrs per
 Composition. } week.

V. HISTORY.

Greek and Roman History—
 1 year, $3\frac{3}{4}$ hours per
 week.
 English History } 1 year, $3\frac{3}{4}$
 and } hours per
 Civil Government } week.
 or
 Modern History
 or
 American History }
 and
 Civil Government. }

VI. SCIENCE.

Physics, etc.—1 year, 4 hours per week.

Physiography—1 year, 2½ hours per week.

Physiology—1 year, 2 hours per week.

The Academy—8½ hours per week ahead in Science.

VI. SCIENCE.

Zoology	} Electives—1 year 3¾ hrs per week
Botany	
Physics	
Chemistry	

VII GERMAN AND FRENCH

Not offered to Academic Students.

VII. GERMAN OR FRENCH

Elective for not less than 2 years of 3¾ hours per week.

VIII. DRAWING.

1 year of 1 hour per week.

VIII. DRAWING.

Nothing.

IX. ENGLISH BIBLE.

1 year of 3 hours per week.

IX. ENGLISH BIBLE.

Nothing.

X. ELOCUTION.

1 year of 2 hours per week.

X. ELOCUTION.

Nothing.

CLASSICAL COURSE.—Total work required for entrance.

1 year of 66 hours per week. | 1 year of 45 hours per week.

PHILOSOPHICAL OR LATIN-SCIENTIFIC COURSE.

Entrance requirements :

1 year of 57½ hours per week. | 1 year of 45 hours per week.

THE COLLEGE.

There are three courses of study open to students in the College : The Classical Course, leading to the degree of Bachelor of Arts (A. B.); the Philosophical Course, leading to the degree of Bachelor of Philosophy (Ph. B.); and the English Course, leading to the degree of Bachelor of Letters (B. L.)

REQUIREMENTS FOR ADMISSION.

Students desiring to enter the College must furnish satisfactory evidence of good morals, and evidence of regular dismissal from the school last attended.

They will be examined in the following subjects :

FOR ADMISSION TO THE CLASSICAL COURSE.

I. THE BIBLE.

Old Testament History—Patriarchs and Kings.
History of the English Bible.
Biblical Introduction.

II. MATHEMATICS.

Arithmetic—including the Metric System.
Algebra.
Geometry—Plane, Solid and Spherical.

III. SCIENCE.

Elementary Science.
Applied Geography.
Physiology.
Physical Geography.
Elementary Physics.
Physiography.

IV. LATIN.

Grammar.
Prose Composition.
Cornelius Nepos.
Cæsar's Gallic War.
Vergil's *Æneid*.
Cicero's Orations.
Reading at sight.

V. GREEK.

Grammar.
Xenophon's *Anabasis*.
Xenophon's *Memorabilia*.
Homer's *Iliad*.
Prose Composition.
Reading at sight.
Greek History.

VI. HISTORY.

Outlines of Universal History (*Ancient, Mediæval, Modern*).
History of the United States.

VII. ENGLISH.*

Grammar.
English Composition—Primary Rhetoric.
Elementary Rhetoric.
English Literature.
Elementary Elocution.

*In order to make plain what is frequently unappreciated, attention is directed to the explanation on page 14 of what is done in English in the Academy. This will make clear the above requirements.

NOTE.—Students desiring to enter college without meeting the above requirements, must produce grades, showing that they have completed a preparatory course equivalent, in all respects, to that laid down in the Academy for the study of the English language and literature.

FOR ADMISSION TO THE PHILOSOPHICAL COURSE.

The requirements for admission to this course are the same as for the Classical Course, *except Greek*.

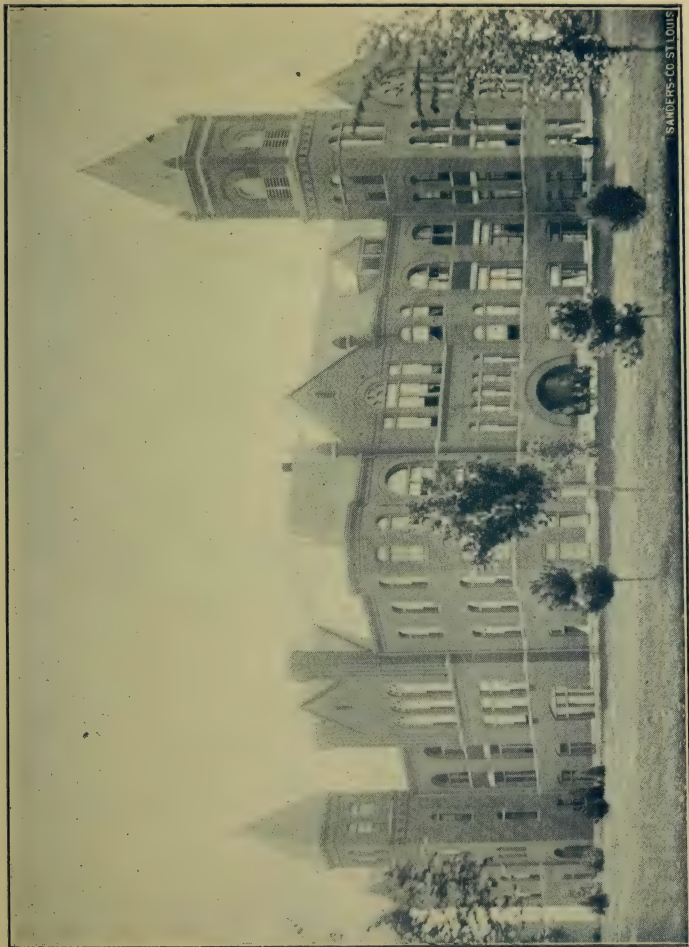
FOR ADMISSION TO THE ENGLISH COURSE.

The requirements for admission to this course are the same as for the Philosophical Course.

The object of the Classical Course is to furnish a finished college education. It admits of a full equipment by the study of Ancient Languages and Literature, Modern Languages and Literature, English Language and Literature, Philosophy, Mathematics and Science. It is the best preparation for a professional or literary career.

The object of the Philosophical Course is to furnish a good literary scientific training.

The object of the English Course is attained by the omission of some of the higher mathematics. It is recommended that the *Classical Course* or the *Philosophical Course* be taken rather than the English Course, if it be at all practicable. No one should decide fully upon any course of study without a full conference with the faculty.



SANDERS-CO. ST. LOUIS

MISSOURI VALLEY COLLEGE.

OBJECTS OF COLLEGE INSTRUCTION.

THE BIBLE.

It suits our purpose well to quote the following extract from Charles Dudley Warner's editorial in *Harper's Monthly* for March, 1895 :

"The ignorance of the Bible among students in our public schools and colleges furnishes a curious illustration of the inadequacy of our educational machine to meet the requirements of life. It is significant, also, of a deeper miscarriage of our social and political life. We seem to be astonished that we cannot have public virtue without private virtue, and that a fair legislative and executive machine will not produce an honest and temperate community. * * * Take this matter of ignorance concerning the Bible. Recent statistics show that it exists to an extent inconceivable to any person a generation ago, in college students. And this ignorance is disclosed, not in attempted religious instruction, but in the study of the ordinary branches of a literary education in our universities and colleges. The pupils are entirely unable to understand a great mass of allusions in the masterpieces of English poetry and prose. Some of these pupils are victims of the idea that the Bible should not be read by the young for fear that they will be prejudiced in a religious way before their minds are matured enough to select a religion for themselves. Now, wholly apart from its religious or from its ethical value, the Bible is the one book that no intelligent person who wishes to come into contact with the world of thought and to share the ideas of the great minds of the Christian era, can afford to be ignorant of. All modern literature and all art are permeated with it. There

is scarcely a great work in the language that can be fully understood and enjoyed without this knowledge, so full is it of allusions and illustrations from the Bible. This is true of fiction, of poetry, of economic and philosophic works, and also of the scientific and even agnostic treatises. It is not at all a question of religion, or theology, or of dogma, it is a question of general intelligence. A boy or girl at college, in the presence of the works set for either to master, without a fair knowledge of the Bible, is an ignoramus, and is disadvantaged accordingly. It is in itself almost a liberal education, as many great masters in literature have testified. It has so entered into law, literature, thought, the whole modern life of the Christian world, that ignorance of it is a most serious disadvantage to the student."

Prof. Richard G. Moulton, of the University of Chicago, in his admirable book, *The Literary Study of the Bible*, writes as follows :

"It has come by now to be generally recognized that the classics of Greece and Rome stand to us in the position of an ancestral literature—the inspiration of our great masters, and bond of common associations between our poets and their readers. But does not such a position belong equally to the literature of the Bible? If our intellect and imagination have been formed by the Greek, have we not in similar fashion drawn our moral and emotional training from Hebrew thought? Whence then the neglect of the Bible in our higher schools and colleges? It is one of the curiosities of our civilization that we are content to go for our liberal education to literatures which, morally, are at an opposite pole from ourselves: literatures in which the most exalted tone is often an apotheosis of the sensuous, which degrade divinity, not only to the human level, but to the lowest level

of humanity. Our hardest social problem being temperance, we study in Greek the glorification of intoxication; while in mature life we are occupied in tracing law to the remotest corner of the universe, we go at school for literary impulse to the poetry that dramatizes the burden of hopeless fate. Our highest politics aim at conserving the arts of peace; our first poetic lessons are in an *Iliad* that cannot be appreciated without a blood-thirsty joy in killing. We seek to form a character in which delicacy and reserve shall be supreme, and at the same time are training our taste in literatures which, if published as English books, would be seized by the police. I recall these paradoxes, not to make objection, but to suggest the reasonableness of the claim that the one side of our liberal education should have another side to balance it. Prudish fears may be unwise, but there is no need to put an embargo upon decency. It is surely good that our youth, during the formative period, should have displayed to them, in a literary dress as brilliant as that of Greek literature—in lyrics which Pindar cannot surpass, in rhetoric as forcible as that of Demosthenes, or contemplative prose not inferior to Plato's—a people dominated by an utter passion for righteousness, a people whom ideas of purity, of infinite good, of universal order, of faith in the irresistible downfall of all moral evil, moved to a poetic passion as fervid, and speech as musical, as when Sappho sang of love, or Æschylus thundered his deep notes of destiny. When it is added that the familiarity of the English Bible renders all this possible without the demand upon the time-table that would be involved in the learning of another language, it seems clear that our school and college curricula will not have shaken off their mediæval narrowness and renaissance paganism until Classical and Biblical literatures stand side by side as sources of our highest culture."

The Bible has been a required study in all classes in Missouri Valley College for seven years. It is studied as a library of antiquity, as an authentic record of events, as a peculiar product of a national life, as a causal agency in the progress of civilization, and as a masterpiece in English literature.

Nine courses are offered, aggregating ten hours a week. The ground covered is Old Testament history, including a careful study of the archæology and sociology of the Jews; New Testament history, involving an investigation of the current doctrinal and ethical tendencies, and a review of the sects and schools of the period; Old Testament introduction; New Testament introduction; the history of the English Bible from the first translation or paraphrases to the Revised Version, including a study of the principles of translation, the peculiarities of the various versions, and the influence of the English Bible upon the English people and language; the History of the Bible, its original manuscripts and languages and the objects and processes of textual criticism; the life of Christ, its events, teachings and results; the life of Paul, in connection with the founding of the Christian Church and the development of Christian doctrine; the Bible in the light of modern science and discovery, including a wide range of anthropological, historical, and scientific ques-

tions: Apologetics, including the metaphysical, ethical and historical grounds of theistic and Christian belief; New Testament Greek, giving special attention to its distinctive features; and Hebrew, the language of the Old Testament, the aim being to interest laymen as well as candidates for the ministry, in the study of this venerable tongue.

The objects of these courses of Bible study are:

1. To cultivate familiarity with the contents of that book which has so mightily affected the character and destinies, the institutions and literature of nations.

2. To come into sympathetic relations with that people of antiquity whose traits and ideals are uttered in that book

3. To receive the intellectual and ethical stimulus which is certain to come from a rational insight into the motives and contents of the Bible.

4. To become able to translate intelligently, and to appreciate at their full value all those Biblical references, allusions, reproductions and images which are so numerous dispersed through all science, literature and philosophy.

5. To comprehend adequately the real source and support of the institutions and constitutions, the ethical traits and ideals of the civilizations of Christendom.

6. To receive the culture which comes from a scientific and literary mastery of this masterpiece of English literature. WILLIAM H. BLACK.

THE DEPARTMENT OF THE ENGLISH LANGUAGE AND LITERATURE.

The value of the study and knowledge of the English language and literature is practical, disciplinary, and cultural. In his scholarly monograph on the *Study of English in the Schools*, Professor Woodward thus ably writes concerning the practical and disciplinary values of English study :

“The mother-tongue does not seek to enter the educational arena as a subordinate or alternating study. It is not one of the electives, servile to youthful vagaries, that dismember the curriculum and defy both training and culture. By virtue of its mother-tongue quality, it is preliminary and prerequisite to all study, and claims the right to co-ordinate and direct all other studies. To say that ready use of the mother-tongue is a prime condition to the successful pursuit of all other study, is about as axiomatic as to assert that a man cannot walk without legs. It is quite as true, if less apparent, that such knowledge is to be attained only by rational study of English ; and in like manner that mastery of the language such as gives full appreciation of its thought-content, and excellent control of it as a medium of expression, is to be found only in earnest and unremitting study. This mastery is not acquired either by scholastic training in other tongues, or by superficial acquaintance with the

mother-tongue, but by scientific methods of study that shall embrace its grammar, philology, and literature.

"There are two complementary reasons on which the mother-tongue bases its demand for supremacy in our educational systems. In the first place, English is the sole literature of ninety-nine hundredths of our people and the best literature of the other hundredth. The body of the people know, wish to know, can possibly know, nothing or next to nothing of foreign books. If they touch them at all it is in translations ; that is, in form at least, as English books. It is, in truth, an impossibility to expect any people to study foreign languages for literary culture ; and this fact, while putting these out of the question, points to the native literature as the only means at command to compass this end.

"The second reason why English study should have the foremost place in our educational system, is found in the necessity of linguistic study for mental training. The strongest claim of English as a training study is based upon the ready solution of its constructions by the scientific method of logical analysis. The training value of form-study is subordinate ; such work is chiefly useful as an introduction to the study of constructions and the mastery of idiom. Syntactical study is, for English, the field of strongest linguistic training. The gain from the application of logical analysis to English construction, is seen in the fact that the analytical method forces the pupil to use his judgment and reason in the effort to understand the sense. Intelligence is called into play ; for the pupil is no longer studying words as words, but as the expression of thought. He cannot deceive himself with formal concords and fixed rules ; there are no concords and no rules. Memory is subordinate and reason is to the front. The sense is paramount, and any other process than that which gives the sense is in the way. Thus, there is

enforced an attitude of attention and an act of discrimination highly disciplinary and not less cultivating. Parsing has to do with parts of speech, but logical analysis with parts of thought."

The cultural value of the study of English literature can be neither doubted nor measured. The happiest thoughts of the best and greatest minds from Chaucer to Tennyson, the deepest reasoning of the English thinkers from Bacon to Spencer—a literature equal if not superior to any other national literature, past or present in the world—are at the disposal of the student of English thought and literature. These "fine frenzies" and profound meditations of the English poets and philosophers, the modern student can grasp and realize in his own consciousness, thereby purifying his soul and elevating his intellectual, æsthetic, and ethical nature.

COURSES OF INSTRUCTION.

I. RHETORICAL STYLE. Rhetoric is studied in a two-fold way : First, as an *art* or *constructive rhetoric*, which is concerned with the production of discourse ; second, as a *science* or *critical rhetoric*, which traces the laws of discourse through the standard works of literature. In this course the general principles and the fundamental processes of rhetorical style are carefully studied, as they are manifested in the different kinds of diction and in the structures of the sentence and the paragraph.

TEXTS : Spencer's *Philosophy of Style*; Hale's *Constructive Rhetoric*.

II. RHETORICAL INVENTION. This course is a continuation of Course I, and embraces a study of the fundamental principles underlying literary invention, with a critical analysis of the different kinds of discourse.

TEXTS : Hale's *Constructive Rhetoric*; Wendell's *English Composition*; Brewster & Carpenter's *Studies in Structure and Style*.

Prerequisite : Course I.

III. ELEMENTARY ANGLO SAXON. The phonology, grammar, syntax, and literature of the Anglo-Saxon language are studied chiefly for the light which they throw on the study of the English language and literature. This is an elementary

course, and is designed for beginners. A careful study of the grammar is made, supplemented by the translation of simple prose selection.

TEXT: Bright's *Anglo-Saxon Reader and Grammar*.

Course III. is open to Classical Sophomores and Philosophical Juniors.

IV. INTERMEDIATE ANGLO-SAXON. In this course the Anglo-Saxon syntax and literary forms receive careful attention, while more difficult prose selections are translated, followed by the translation of simple Anglo-Saxon poetry.

TEXTS: Bright's *Anglo-Saxon Reader*; Baskervill's edition of the *Andreas*.

Prerequisite: Course III. [Optional.]

V. COMPARATIVE PHILOLOGY. In this course the general subject of Philology, or the Science of Language, is studied according to the following heads: General characteristics of language; formation, or rise; growth and development; kinds; origin of words and of the parts of speech; beginnings of syntax.

TEXT: Whitney's *Life and Growth of Language*.

Course V. is open to Classical Sophomores and Philosophical Juniors. [Optional.]

VI. ENGLISH PHILOLOGY. This course is a scientific study of the rise, growth and development of the English language. The history of the language from its earliest beginnings to the present time is traced,

followed by a critical study of : the English vocabulary ; the principles of English etymology ; the history of English inflections.

TEXTS: Lounsbury's *English Language*; Earle's *Philology of the English Tongue*.

Prerequisite: Course III.

VII. SHAKESPEARE AND MILTON. English literature is studied both historically and critically. The beginnings, growth and tendencies of English literature are viewed in the light of English history as a criticism, or interpreter of the same. In this course the poetry of Shakespeare and Milton will be considered. Special attention is to be given to Shakespeare's *Hamlet*, *Macbeth*, and to Milton's *Paradise Lost*, *Books I and II*.

TEXTS: Pancoast's *Introduction to English Literature*. Standard annotated editions of the above texts.

Prerequisite: Courses III. and VI.

VIII. BROWNING AND TENNYSON. In this course the literary movements and tendencies in English literature from the time of Dryden to that of Tennyson are carefully traced and studied. The poetry of Browning and Tennyson will be considered with special regard to the *thought* and *spiritual vitality*.

TEXTS: Pancoast's *Introduction to English Literature*; Corson's *Introduction to Browning*; Brooke's *Tennyson*. Standard annotated editions of the poetical texts.

Prerequisite: Course VII. [Optional.]

IX. HISTORY OF ENGLISH PROSE FICTION. The purpose of this course is to trace the rise, growth, development, tendencies, kinds, and influence of English Prose Fiction from the days of chivalry to the twentieth century. Masterpieces of the different periods will be read and discussed.

TEXTS: Tuckerman's *History of English Prose Fiction*; Raleigh's *The English Novel*.

Prerequisite: Course III. [Optional.]

X. MYTHOLOGY AND ENGLISH POETRY. This course is designed to examine mythology as to its origin, nature, and significance. The leading myths are to be studied, analyzed, and interpreted; and their relation and value to English poetry to be determined.

TEXTS: Gayley's *Classic Myths*; Guerber's *Myths of Greece and Rome*.

Prerequisite: Course I. [Optional.]

Courses IX. and X. alternate.

The above is a detailed statement of the English work in Missouri Valley College and the reasons for pursuing it.

R. J. PETERS.

PHILOSOPHY.

Back of all Science, Mathematics, History, Literature, lies Philosophy, which deals with the fundamental postulates of every other branch of knowledge and of the practical life as well. It is the only study which brings into a proper unity the truth acquired in other departments. Philosophy is the science of sciences, the means by which the genetic principles of every other science are construed in their relations as the parts of one stupendous whole.

The threshold of Philosophy is *Psychology*. This introduces the student to the instrument by which the deeper problems of being are discerned and solved. This instrument, the soul, is studied as a unity, with manifold powers, in correlation with a body, through which it becomes conscious of an external world. In physiological psychology the soul is investigated as the seat of sensations, which come by means of external stimuli. Then the soul's process of construing these sensations and attaining knowledge is studied. Involved in the consciousness of sensation is feeling, which is separately studied because its phenomena are unique. Involved in the process of receiving and interpreting sensations is *will*, which also demands separate treatment because of its marked peculiarities. Knowing, feeling and willing constitute the complexity of the soul's activity as a unitary agent; this is the outcome of psychological investigation.

The soul being the subject of knowledge, its processes of acquisition are according to law. So far then as discursive knowledge is concerned, we are brought to an investigation of the principles and methods of *Logic*. Here we master the laws of reasoning, so that we are able to pursue intelligently and critically our further investigation of the rational ideas of the true, the absolute, the good and the beautiful.

Next in order, then, we study the contents of these ideals. The first is *Metaphysics*, the second is *Theism*, the third is *Ethics*, and the fourth is *Æsthetics*.

In *Metaphysics* the popular notion of reality is criticised and the truth developed as to its nature and laws, its implication of an infinite world-ground and its cosmical and psychological significance in the forms of matter, motion, force, space, time, life and the soul. In *Theism*, the nature and attributes of the World-ground, as an intelligent, personal, ethical unity are unfolded. In *Ethics* the rational grounds and general forms of Duty are developed. And in *Æsthetics* we learn the nature and laws of the beautiful, and its actualization in music, architecture, painting, sculpture, poetry, literature, oratory, histrionics and landscape.

The critical method of philosophical investigation brings principal theories (ancient and modern) under

review, and thus makes the student familiar with all types of thought, and thereby with the general history of philosophy.

W. H. BLACK.

ELOCUTION AND HISTORY.

ELOCUTION. Elocution is popularly supposed to concern itself very little about the thought, but to give its attention entirely to delivery ; so tenaciously has this idea clung to the word that many teachers have discarded it and substituted for it the term, vocal expression. We here use the old term with the meaning now given the new one.

Elocution regards first of all the thought, and treats of the laws of thought as related to utterance. It calls for an analysis of thought in itself and in its purpose of delivery ; secondly, it calls for a mastery of the physical means (voice and body), of expressing the thought ; and thirdly, it requires a knowledge of the proper technical mode of accomplishing these results.

The technical part of delivery can not be separated from the study of mental action, for we find that most of the faults of delivery can be traced directly or indirectly to a phisic source. Voices that are habitually hard and cold, are usually so from the lack of imaginative action of the mind. A sing-

song delivery may be traced to a lack of control or emotion, or to the fact that the speaker is not swayed by the thought. The only adequate remedy for these faults and similar ones, is to train the mind to correct action. Some faults may be temporarily corrected by simply working on the technique, but such work can not affect a radical cure. The faculties of speech, like all others with which man is endowed, are not given in their highest state of development and perfection, but are susceptible of cultivation. Gladstone and Henry Ward Beecher may be cited as among those who have learned from experience that an intelligent, continuous drill is necessary to develop the highest power of the voice and to give the best use of it. The neglect of such training and the consequent improper use of the voice, is the direct cause of many diseases of the throat and loss of voice.

The style of oratory has changed somewhat, but there is an ever-increasing demand in our country for public speaking. We find that oftentimes public delivery is made the test of training of the whole man. While so many of our students enter those professions which require an ability to speak, we can not afford to omit this important element of training. Aside from being a means of preparation for public speaking, the study offers inducements to the student seeking general culture. It is closely connected with

the student of the written language and literature, for vocal expression is one of the best tests by which to detect incompleteness of thought, or awkward use of language. By practice upon lyrics the imagination is cultivated and an appreciation of art developed. In the interpretation of literature the reader must put himself in the author's place and see with his eyes. The study which enables him to do this broadens his conception of men's motives of action and thought. Elocution, in its system of physical exercise for expression, gives the highest form of physical culture. It trains for erectness of form as the physical expression of lofty thought ; it trains for chest expansion and deep breathing as a means of expressing strong emotion ; it trains the members of the body for grace and ease of action as an expression of beauty in thought. Thus it has for its object the uniform normal development of man's physical powers that they may be responsive to thought and feeling, and the body may become an expression of the soul.

THE ACADEMIC COURSE includes : (1) Study and training to secure correct mental action in Reading and Speaking. (2) Elementary Principles of Vocal Culture ; (3) Pronunciation and Training of the Ear ; (4) Physical Training ; (5) Practical Study of Literature as Related to Expression.

THE COLLEGE COURSE includes : (1) Advanced Vocal Expression ; (2) Pantomimic Expression ; (3) Criticism ; (4) Study of Tennyson, Burns, Wordsworth, Browning and Shakespeare ; (5) Comparative Study of Various Authors in Relation to Expression ; (6) Original Composition and Extemporaneous Speaking.

SPECIAL COURSES. Readings from Comedies and Tragedies of Shakespeare. A course in Bible and Hymn Reading.

(These Special Courses may be elected by students who have completed Course III in the English, and Advanced Elocution.)

HISTORY. History, as it lies at the root of all science, is also the first distinct product of man's spiritual nature, his earliest expression of what may be called thought.—CARLYLE.

History is one of the first subjects to engage the mind of the student. As he enjoys the pages of human history about him, his interest is naturally aroused in the past, in those who have had to do with the formation of the present. The *necessity* of a knowledge of the subject confronts him at every step of his course. No satisfactory solution to many of the problems that confront him can be found elsewhere than in history. It is the key to a good understanding of literature, for without some knowledge of

the times and surrounding conditions, the study of Chaucer, Spencer and Shakespeare would prove a puzzle to the most profound scholar. It furnishes a clew by which many of the mysteries of language have been unraveled ; it accounts for the theories of ancient philosophy and preserves for science valuable data. But the subject of history is not literature, science or philosophy, but man—his deliverance from moral evil and error, and his gradual approach to an ideal humanity and an exalted fellowship with God. Hence, in pursuing this study, the student is to consider himself as the subject and the text-book as a comment upon his past and present that shall enable him to read the future aright.

The student, it is presumed, comes to us with a fair knowledge of the history of his own State and country, and begins our course with the *General History* of ancient, mediaeval and modern times. After this general survey of the field of human events, he returns to the study of the *History of the United States*, laying less stress upon dates and details than upon the ability to distinguish significant and important events and their relations to each other. Next in order is the study of *Civil Government*. Here the student's knowledge of the local governments around him is extended, and their relations to each other made clear. A study of the State Consti-

tution is followed by a study of the Federal Constitution, and instruction given upon the lessons of citizenship to be learned from each. The advanced course begins with a study of *English History*, and in following the history of its government, trade and customs we find much to explain in the constitutional, intellectual and social advancement of our own nation. The principal study in this course will be given to the history of the constitution, the condition of the common people, the growth of trade, and the development of law. In the study of the *Constitutional and Political History* of the United States the development of the Government from the Revolution to the present, will be traced, and the causes which effected it will be studied. The *History of Civilization* offers a study of the earlier institutions and conditions out of which the social order of modern States has been developed.

Supplementary reading will be encouraged and required throughout the course.

JOAN C. ORR.

TEXT BOOKS IN ELOCUTION.

Classics for Vocal Expression.—*Curry*.

As You Like It,	}	— <i>Hudson</i> .
The Merchant of Venice,		
Twelfth Night,		
Romeo and Juliet.		

TEXT BOOKS IN HISTORY.

Universal History.—*Meyers*.

United States History.—*Johnston*.

Short History of English People.—*Green*.

History and Constitution.—*Johnston*.

American Politics.—*Johnston*.

Civil Government.—*Fiske*.

Mediæval Europe.—*Emerton*.

Civilization During the Middle Ages.—*Adams*.

During the coming year a limited number of private pupils will be accepted in the School of Elocution.

TERMS.

Single Lessons, One Hour	\$ 1 00
Lessons Per Month, Two Lessons Per Week..	5 00
Lessons Per Semester, “ “ “ “ ..	20 00

LATIN AND GERMAN.

The beginning and foundation of knowledge is language ; only by its aid do our own thoughts become clearly revealed ; by it we come into fellowship with mankind, and without it we should be isolated and alone. Language is not born with us, but must be acquired anew by each individual of and for himself, like knowledge of any other kind ; words in their

meaning and value are learned gradually by close attention and frequent repetition, their contents expanding to keep pace with our mental growth ; this is not so apparent because it takes place in conjunction with the acquisition of other knowledge, but it is none the less true. When we reflect that the vocabularies of intelligent and well-informed people seldom exceed five thousand words, while the English language contains upwards of one hundred thousand words, it will be evident that the language must be studied as an organic whole, and as to its structure, derivation, composition and history, if the student is to be put into possession of the means of interpreting and understanding even a fair part of the great body of our speech.

Two westward-flowing streams of civilization, emanating from the Aryan home of our forefathers and tending, one across the northern, the other across the southern part of Europe, met in England and gave us as a result of their intermingling, English civilization and the English language. The northern current of influence came to us through the Teutonic races, of whom the best representatives are the Germans; the southern current reached us through Rome. Roughly estimated, the English vocabulary is from one-fourth to one-third Latin, and Germanic to about twice this extent. If we would understand

our own history, civilization and culture, and the wealth of our own language, we must go back to the classic nations of antiquity and study the development of that greatness which is the foundation of our own.

THE LATIN affords one of the best illustrations of synthetic language, and by reason of its regularity of form and syntax, and its precision and exactness, furnishes an instrument for beginning the subject of language unsurpassed by any other. When we consider in addition to this the magnitude and importance of the ancient Roman Empire, its literature, the models of law and government it bequeathed to the world, how the language has perpetuated itself in the Italian, French and Spanish languages, how the Spanish has crossed the Atlantic and overrun a large portion of the western hemisphere, it is no longer a matter of surprise that in the secondary and higher schools of Europe and America, Latin is so extensively studied, and that in these countries hardly a respectable literary school can be found whose courses do not contain a considerable amount of required Latin; long ago called one of the humanities from a conviction of its value as a factor in a liberal education, and in a broad and generous culture, it has stood the severe test of the nineteenth century; elucidated and polished by the unremitting study of generations of scholars, this language with its literature

furnishes an indispensable means of discipline for the unfolding mind of youth, and great lessons in history and in the course of civilization.

THE GERMAN LANGUAGE demands our consideration, not only because of its intimate relationship to our own speech, but as well because of the commanding position to which Germany has risen in the last quarter of a century among the nations of Europe. In the number and high excellence of her universities, in her thorough educational system, in the prowess of her soldiery, and most of all in the volume and very superior excellence of her literature, she stands conspicuous and unsurpassed. So far have the Germans pushed their investigations in all departments of knowledge, that students engaged in graduate work in American universities are obliged to possess at least a reading knowledge of German. The large German element in our population is, from a practical standpoint, a sufficient reason for the study of the language at school by any who may reasonably count on coming much in contact with people of this nationality. In short, the German language, now so extensively studied in this country, and already forming a necessary part of Philosophical and Scientific Courses in all the leading colleges of our land, can no longer be neglected by any college student who aspires to a well rounded course and liberal education.

ALBERT MCGINNIS.

SCHOOL OF GREEK.

This course begins in the middle Academy. Special attention is paid to the study of forms, inflection, accent and elementary points in syntax in the earliest stages of the subject. Correct accent and pronunciation are rigidly insisted upon. No one can lay claim to an accurate knowledge of Greek unless he has mastered the rules of accent. These are necessary in order to lay a good and deep foundation for Greek composition further on in the course. Another essential to a good reading knowledge of Greek is a vocabulary. Root words are required to be learned thoroughly, then derivatives are to be pointed out, and their meanings traced directly or indirectly to these original roots. Frequent translations are made from the Greek into English, to be retranslated into idiomatic Greek. The grouping system of learning vocabulary is practiced, thus enabling the student, by these groupings and frequent reviews and Greek translations, to acquire the Greek arrangement and vocabulary and style of the author he is reading with a comparatively little outlay of time. In the *Academy* Greek prose, based upon the text of the *Anabasis*, is commenced and continued under different forms in the college. Greek Grammar is taught throughout the whole course. The reading of the *Anabasis* is commenced at the earliest time possible—

at the end of six months' study. In connection with it the points of syntax, as they occur, are discussed. This is then followed by the Memorabilia, giving the student a knowledge of the Socratic method of teaching. Next in the course is the Iliad or Odyssey of Homer, introducing the student into the oldest form of Greek, and the first and primitive division of Literature—the Epic. Greek History is studied in the Academy, and made one of the requirements of admission to the College. In this the manners, customs, morals, mythology and history of the ancient Greeks are studied, enabling the student by such knowledge to understand more thoroughly and to interpret the literature better. In the Freshman year Ionic Greek is studied in Herodotus, followed by the Phædo—setting forth Greek Philosophy as taught by Plato and Socrates. In the Sophomore year Demosthenes de Corona is read, a fine sample of Greek oratory when at its zenith, followed by the inimitable Oedipus Tyrannus, equalled by few, surpassed by none. In this year's work a course of Greek Literature, dating as far back as Homer, and extending down to almost the Christian era, is given. In this literature is treated in its six divisions: Epics, Lyrics, Drama, Oratory, History and Philosophy. Each division is taken up separately and discussed, giving an outline of all the masterpieces of Greek Literature. In the

Sophomore year a course is given in New Testament Greek, the attention being specially directed to its peculiarities. In the Junior Year texts are studied from Euripides, Aeschylus, Aristotle and Aristophanes.

The *first* reason I would give for the study of Greek is on account of its disciplinary value. Few subjects can furnish as good a mental drill. The accuracy of its expressions, the beauty of its periods, and the absence of ambiguity, make it a powerful factor in the cultivation of the mind. 2d. This course is designed for language teachers, whether in the secondary schools or colleges. The Latin and Greek languages are so closely related to each other that whoever anticipates becoming a Latin teacher should study Greek also. 3d. This course is suited for those who have not made a choice of their profession, but are aiming only to complete an education. 4th. Students who expect to make an exhaustive study of literature, should have this course. The foundation of all literature dates back to the Greek, and he who is not acquainted with Greek thought and Greek philosophy, either in the original or in translation, cannot be said to have a very wide view of literature. 5th. This course is indispensable for the young minister. The demands of the times require the ministry to be better equipped than in the past. No young preacher with ability can afford to omit Greek.

It is a subject he will use every day in his study. In view of these few reasons, I would say, study Greek.

W. E. GRUBE.

FRENCH.

FRENCH begins as a required study with the first semester of the Sophomore year in the Ph. B. course, and continues through the year four hours per week. In the first semester special care is given to grammatical forms, syntax, pronunciation and the conversion of English into idiomatic French in connection with the reading of some easy French selections. Sight reading is practiced from the beginning of the course to familiarize the student with the French words, and to acquire an independence of the vocabulary. In the second semester stress is laid upon the interpretation and history of the literature and manners and customs of the French, accompanied by French composition, the reading of dramas, the writing of short French essays, and the more difficult points in syntax. The aim of the second half of the year is to go over much ground, under the impression that the more read, the better the student can grasp the language. Easy selections will be given for outside reading and examination. There are also elective courses in the Sophomore and Junior years for the A. B. degree.

Some of the more important reasons for the study of French are:

First, It has been and still is, to a large extent, the universal language—the language of courts, of diplomacy, of international congresses and conferences, and of strangers of different nationalities to one another; this fact has given it a peculiar value and prestige.

Second, A large part of our speech derived from Latin sources has come to us through the French with a consequent modification of form and meaning. As a result of the Norman conquest, the French was so engrafted upon the native language that it has become a constituent and essential part of the English tongue.

Third, France is one of three great nations of Europe which stand in closest relationship to us. During our whole history as a nation, her attitude toward us has been friendly and sympathetic. We have French neighbors just across our northeastern boundary, and on our southern coast we have French citizens.

Fourth, The French language excels in simplicity and conciseness of expression; its statements are direct, its paragraphs brief, its sentences not involved; at the same time it possesses in the very highest de-

gree the capacity of being polite, ornamental and polished. The historic importance of the nation whose language it is, its literary treasures, and the prevalence of its study, sufficiently attest its value for purposes of general culture.

NATURAL HISTORY.

The value of the Natural History Sciences as educative agencies is probably not so apparent to the student or his parents as the study of mathematics, languages and history with which they have been familiar for a much longer time. This group of studies is not only very close to human interests from the practical side of life, but it is at the same time without a superior in several aspects of our many-sided mental development as students. The reasons for the study of Biology and kindred subjects lie in these facts:

1. These studies bring into play the early developed but usually neglected impulse toward observation and discovery. Children want to see and know about everything. They love nature. The neglect of this fact in the early years will frequently result in practically quelling the tendency to observe, and in cutting off one of the chief sources of pleasure and

profit in after-life. Here they are taught to observe carefully and systematically.

2. When properly taught these sciences do this in such a way as to encourage independence on the part of the student. The student should learn to do something outside the influence of authorities, teacher and text-book. He learns here to say, "I have discovered this to be true," instead of "The book says thus and so." This is an immense gain from the standpoint of mental independence and self-respect. It is in the lack of this where lies whatever of truth there may be in the statement that a classical college training unfits a man for practical business life. Proper college training is the best equipment for any useful life.

3. As a result of his observations the student obtains a body of facts which are not only useful to him in later mental processes, but serve him well in a practical way in many of the professions. The farmer should be something of a botanist, chemist and geologist; the physician and pharmacist must, of course, be versed in anatomy and physiology—the co-ordinated divisions of biology; so the mining and civil engineer needs geology; the stock breeder, zoology, and every man, woman and child should have a correct understanding of the functions and needs of his own body, from a purely practical standpoint.

4. Nature, for certain fundamental reasons, offers materials readily susceptible of classification, and the facts of nature fall readily into categories ; therefore, the study of nature, properly conducted, leads the student to classify things , but this involves the ability to distinguish between essential and non-essential facts, between the related and the unrelated ; in other words, discrimination.

5. The complete statement and characterization of these facts, their importance and their relations, demands an exactness of expression which must serve to cultivate the powers of language-use and the choice of forms of speech, and contribute a precision of style which perhaps no other class of studies, except of language and literature, can accomplish.

6. The Biological and Physical Sciences call into play that form of reasoning which will be most needed and used by the student in the acts and conclusions of his practical after-life. He will be trained thereby to make more correct inferences from isolated details, and will in consequence be the more self-reliant, well-balanced, ready man because of his training.

Missouri Valley College offers the following courses of study in the department of Natural History :

A. BIOLOGY.**I. ACADEMY.**

1. Elementary Science Lessons.
2. Anatomy and Physiology of the Human Body.
(Intermediate.)

II. COLLEGE.

1. General Biology.
2. Botany, Structural.
3. Zoology (Animal Morphology.)
4. Comparative Physiology.

B. GEOLOGY AND METEOROLOGY.**I. ACADEMY.**

1. Geography, Political, Historical and Physical.
2. Physiography (Intermediate).

II. COLLEGE.

1. Geology.
2. Meteorology.

In addition, upon demand of graduate or advanced students, courses of work will be arranged, especially in Biology, looking toward a course in medicine or suited for teachers.

T. W. GALLOWAY.

PHYSICS AND CHEMISTRY.

In our day no one can claim to be liberally educated if unfamiliar with at least the fundamental principles of Physics and Chemistry. Recognizing this fact, every college and university now has more or

less *required* work in both these subjects before granting a bachelor's degree. This is right and proper for several reasons. First, because they are both inductive sciences with mathematical principles applied throughout, and hence as disciplinary studies they have the double advantage of giving a drill in the rigorously exact methods of mathematics, and using at the same time strictly inductive methods in connection with the laboratory practice. Secondly, Physics and Chemistry are the most practical of all the sciences. The principles of which they treat are the foundation stones upon which the material side of our nineteenth century civilization rests. Lastly, in the laboratory not only is the mind trained, but the eye is rendered quicker and the hand more certain and deft in its touch. The fact that Physics and Chemistry are sciences in which discoveries and new applications of principles are being made almost daily, adds to the zest with which a student applies himself to them, and therefore increases the benefit to himself

The first subject studied in this department is *Elementary Physics*, where a preliminary view is had of the leading principles of Physics as illustrated by experiments in the Laboratory. Perhaps no other subject studied during the entire Academy and College course does so much as this one to mentally quicken the student and to broaden his views of na-

ture. The course is put as late as possible in the Academy to enable the pupils to acquire a sufficient knowledge of Geometry and Algebra to understand the formulas which summarize the results of their experiments in the Laboratory. Regular recitations, interspersed with frequent written exercises, are had five hours each week during the Second Semester of the Senior Academic year, with a view to aiding the student in readily and accurately expressing the conclusions drawn from the experiments. As a text-book Gage's "Introduction to Physical Science" is used.

Throughout the Senior Year in the College four hours each week are devoted to the course in *Advanced Physics*. This is intended to present to the student not only the fundamental principles of Physics, but so far as possible the methods by which these have been established. The Physical Laboratory has been supplied with apparatus enabling the student to make measurements in the subjects studied. The work in this course is begun with a brief consideration of Matter, Energy and Physical Quantities. A somewhat extended study of Mass-Physics follows. The measurement, transfer and effects of Heat are then studied. The course closes with the study of the Physics of the Aether, especial attention being given to Radiant Energy and Electro-kinetics. The text-book used is Barker's "Physics;" Anthony and

Brackett's "Text-Book of Physics" and Daniell's "Physics" being used in reference works.

GENERAL CHEMISTRY. Since the study of Chemistry is of little value unless accompanied by Laboratory practice, each student has a desk and is required to make experiments which have been outlined, and to observe and describe while in the Laboratory the results obtained. Knowledge thus acquired is the most real that a student can have of the subject, but, on account of the time required, is somewhat limited in scope. For the purpose of broadening the student's knowledge, and for training in ready and accurate expression of knowledge, frequent oral and written recitations are had on the facts and theories of the science. In the first part of the course the occurrence, mode of preparation, physical and chemical properties, and compounds of the most important and typical non-metallic elements are studied in detail. The remaining non-metallic elements are considered more briefly. In a similar manner typical metallic elements are studied thoroughly while the others are only briefly considered. Special stress is laid upon the scientific relations existing between the different elements and compounds. The course embraces the estimation of quantities by gravimetric and volumetric methods, the calculation of the volumes of gases by the laws of Boyle and Charles eudiometric syntheses, the de-

termination of formulas and writing of reactions. General Chemistry is studied six hours each week during the first semester of Freshman year. Remsen's Introduction is used as a text-book.

The subject of *Qualitative Analysis* is begun with a study of the base-formers, each group being taken by itself and the chief properties of its members shown and compared. After the properties of each group are studied, a method for the separation of the group from other groups, and for the separation of the members of the group itself is given and illustrated by a number of analysis. After the bases have been thus studied, a somewhat similar method is followed with the acids. It is aimed to assign then a sufficient number of complete analyses to make clear both the theory and practice of Qualitative Analysis.

MINERALOGY. The course in Mineralogy is assigned to the first semester of the Sophomore year. The method of instruction adopted is to give a brief course in Crystallography and the general physical properties of minerals. Following this is a course in Qualitative Blowpipe Analysis. The remainder of the time is spent in the determination of mineral species by means of their characteristic blowpipe and other reactions. Dana's "Manual of Mineralogy" is the text-book used.

ORGANIC CHEMISTRY. This course will be especially valuable to those students who contemplate entering the profession of medicine. The general relation of the carbon compounds is considered, typical analyses are made, and various derived products are produced in the Laboratory. Especial attention is given to the Methane and Ethane series, the carbohydrates, the derivatives of Hydrocarbons of the Benzene series and the Alkaloids. Six hours each week throughout one semester are given to Laboratory and class-room work in this subject. Remsen's "Organic Chemistry" is used as a text-book.

JOHN M. PENICK.

MATHEMATICS.

Mathematics, considered as the science of exact relation, is divided into three branches: 1. Arithmetic. 2. Geometry. 3. Analysis.

1. The subject of Arithmetic is so well understood as to require no explanation here.

2. Geometry has for its object the investigation of the properties and relations of magnitudes, by reasoning directly upon the magnitudes themselves or upon their pictorial representatives. The magnitudes, considered in this branch of mathematics, are simply *lines, surfaces, volumes* and *angles*.

Geometry is divided into two parts :

1. *Elementary Geometry*, which treats of those magnitudes whose elements are the right line and circle. It embraces all propositions relating to figures bounded by straight lines, circles, or portions of circles, together with the surfaces of the sphere, cylinder and cone. It treats of the properties of all volumes bounded by plane faces, together with the three round bodies, the sphere, the cylinder and the cone.

An immediate application of this part of Geometry is to plane Trigonometry, which treats of the relation between the sides and angles of plane triangles. It also embraces the construction of all problems, which can be performed by the aid of the circle and straight line alone.

2. *Higher Geometry* embraces all propositions appertaining to magnitudes, whose elements are more complex lines than the straight line and circle ; such as a Conic Section, &c. It includes the solution of all geometrical problems, which cannot be solved by the circle and straight line.

3. Analysis embraces all that part of mathematics in which the quantities considered are represented by letters, and the operations to be performed are indicated by means of signs or conventional sym-

bol's. Analysis is generally treated of under the heads of *Algebra*, *Analytical Geometry* and *Calculus*.

1. Algebra investigates the relations and properties of numbers analytically. It consists of two parts: Elementary and Higher, or, as it is sometimes called, Transcendental Algebra.

Elementary Algebra investigates the methods and principles of performing what are called the ordinary operations of Algebra. It also embraces the investigation of the nature and properties of *algebraic* equations. Higher, or Transcendental Algebra treats of those quantities which cannot be expressed by a finite number of algebraic terms. It also investigates the nature and properties of transcendental equations, that is, all equations which are not algebraic.

2. *Analytical Geometry* is that part of analysis which has for its object the analytical investigation of the properties and relations of geometrical magnitudes. It is divided into two parts—Determinate and Indeterminate. Determinate Geometry includes the entire subject or the application of algebra to the solution of geometrical problems. Indeterminate Geometry embraces those investigations in which the relations between the co ordinates cannot be expressed by the ordinary operations of algebra. It discusses a great variety of curves, such as the cycloid, logarithmic curve, curve of sines, tangents, &c., spirals of all

kinds, together with the corresponding surfaces of which these lines form elements.

3. Calculus is that branch of analysis which treats of Continuous Number, and is chiefly occupied in deducing the relations of the infinitesimal elements of such number from given relations between finite values, and the converse process, and also in pointing out the nature of such infinitesimals and the method of using them in mathematical investigation. It is divided into the principal parts—Differential Calculus, Integral Calculus, and the Calculus of Variations. Differential Calculus explains the relations which functions bear to certain derived functions, called their differential co-efficients. It also explains the method of applying them in the discussions of the higher branches of Analytical Geometry, or in the various branches of Mathematical Philosophy. Integral Calculus shows how to pass from any function, regarded as a different co-efficient, to the function from which it might have been derived. It also shows how the subject is applied in the investigations of Analytical Geometry and Physical Science. The Calculus of Variations is the highest branch of mathematics, and treats of the law of the forms of functions and explains the method of applying its principles to transcendental problems, and to the more complicated investigations of physical science.

Such is a rapid outline of the great divisions, and of the most important sub-divisions, of the science of mathematics.

The subject before us has engrossed the attention of both ancient and modern nations. There is not a day but its immense importance is felt. There is not a nation but would gradually sink and disappear were it not for its supporting influence. It forms the great corner-stone of the "Temple of Science," as well as the covering. It claims not only the humblest position, but the most exalted ; it is not only the measurement of the summit of man's ambition but of the depth of his degradation. Without a knowledge of quantity and numbers, the world would present a far different aspect from what we now see. The groaning of the laboring engine and the clatter of machinery would never have grated on the wild man's ear. Still his bark hut would occupy the foundation of our noblest edifices. Commerce would have been banished from our waters, now whitened with the sails and adorned with the colors of all nations. Where now we see our workshops of all kinds, we should behold the forest oak as of old ; beneath its shade would stroll the red man of the wilderness, and we, ourselves, should to-day be a race of savages. •

It is an established fact that, where this science is most generally understood, there we find those in-

dividuals who are capable of discussing the momentous affairs pertaining to civilization. Why is this? Simply because we cannot obtain any expertness in mathematical solutions or applications unless we understand the basis on which they rest—thus teaching us to begin at the very foundation of any intricate subject if we would understand it, which alone is the “Golden Rule” to success.

The art of reasoning, like other arts, can be perfected only by *long* and *vigorous exercise*—exercise that will *grind* the rust from our minds, wake up dormant faculties and make them “ten times faster glide than sunbeams.” Such discipline of the mind, and only such, can lead us into habits of fixed thought and earnest study. There is not much difficulty in fixing the attention on any important point which pleases the fancy. This done, and we are prepared to search out with a good will the various parts and properties of any subject of thought; then study becomes a pleasure and not a pain. We claim for mathematics this peculiar property. There is a fascination about it which causes the mind to seem at play with angles and figures. Every concentrated thought is but another link “taken up” in the perpetual chain of reasoning, which renders every following thought perfectly clear and plain by those which have gone before.

Such is the Science of Mathematics, by the use of which we bind the heaven and the earth in a network of calculations, and center in our minds those chords over which thoughts flash, and, with electrical rapidity, mount the dome of celestial and illuminated truth. *The Science* of Sciences; that science which forms the very mind itself and fits it to grapple with the grandest thought; that science which plows the seas, measures the earth and binds nations in commercial intercourse; that science by which great and mighty discoveries are being made—discoveries that, like the obelisks and pyramids of Egypt, will stand monuments of our fame to succeeding generations—is the Science of Mathematics.

A. J. McGLUMPHY.

SCHOOLS OF INSTRUCTION IN THE COLLEGE.

SCHOOL OF BIBLICAL INSTRUCTION.

DR. BLACK.

- I. Life of Christ.....1 W. First Sem.
- II. Life of Christ.....1 W. Second Sem.
- III. New Test. Greek1 F. Prof. Grube, First Sem.
- IV. New Test. Greek1 Th. Prof. Grube, Second Sem.
- V. Life of Paul.....1 S. First Sem.
- VI. Life of Paul..... 1 S. Second Sem.
- VII. Genesis and Science...1 T First Sem.
- VIII. Genesis and Science...1 T. Second Sem.
- IX. Apologetics.....1 Th. First Sem.
- X. Apologetics.....1 Th. Second Sem.
- XI. Hebrew.....2 First Sem.
- XII. Hebrew2 Second Sem.

I, II, III, IV, VII, VIII, IX, X, required for A. B. degree.

I, II, V, VI, VII, VIII, IX, X, required for Ph. B. degree.

I, II, IX, X, required for B. L. degree.

SCHOOL OF THE ENGLISH LANGUAGE AND LITERATURE.

PROF. PETERS.

- I. Rhetorical Style.....2 First Sem.
- II. Rhetorical Invention.....2 Second Sem.
- III. Elementary Anglo-Saxon.....2 First Sem.
- IV. Intermediate Anglo-Saxon.....2 Second Sem.
- V. Comparative Philology.....2 First Sem.

- VI. English Philology2 Second Sem.
 VII. Shakespeare and Milton.....2 First Sem.
 VIII. Browning and Tennyson.....2 Second Sem.
 IX. History of English Prose Fiction2 Second Sem.
 X. Mythology and English Poetry.....2 Second Sem.
 Courses I, II, III, VI, VII, required.
 Courses IX and X, alternate.

SCHOOL OF PHILOSOPHY.

PROF. MCGINNIS.

- | | | |
|----------------|---|--------------------|
| I. Psychology. | } |4 First Sem. |
| II. Logic. | | |
| III. Ethics. | } |2 Second Sem |
| IV. Æsthetics. | | |
| V. Metaphysics | } |4 Second Sem. |
| VI. Theism. | | |
- I, II, V, VI, required for A. B. and Ph. B. Degrees. I and II, required for B. L. degree.

SCHOOL OF SOCIOLOGY.

DR. GALLOWAY.

- I. Sociology....2 First Sem.
 II. Economics.....2 Second Sem.

SCHOOL OF HISTORY.

MISS ORR.

- I. History England.....2 First Sem.
 II. History England2 Second Sem.
 III. Constitutional History2 First Sem.
 IV. History Civilization.....2 Second Sem.
 I and II required.

SCHOOL OF ELOCUTION.

MISS ORR.

- I. Advanced Elocution2 First Sem.
 - II. Advanced Elocution2 Second Sem.
 - III. Shakespearean Readings.....1 First Sem.
 - IV. Shakespearean Readings.....1 Second Sem.
 - V. Bible and Hymn Reading.....1 Second Sem.
- I and II required.

SCHOOL OF LATIN.

PROF. MCGINNIS AND MISS THORP.

- I. Livy3 First Sem.
 - II. Horace.....3 Second Sem.
 - III. Plautus, Terence....2 First Sem.
 - IV. Tacitus.....2 Second Sem.
 - V. Tusculan Disp.....2 First Sem.
 - VI. Juvenal2 Second Sem.
 - VII. Latin Literature.....1 First Sem.
- I, II and VII, required.

SCHOOL OF GREEK.

PROF. GRUBE.

- I. Herodotus.....3 First Sem.
- II. Phaedo.....3 Second Sem.
- III. Demosthenes de Corona2 First Sem.
- IV. Œdipus Tyrannus.....2 Second Sem.
- V. Æschylus2 First Sem.
- VI. Aristotle Nicho. Eth.....2 Second Sem.
- VII. Greek Literature.....1 Second Sem.

- VIII. New Testament.....1 First Sem.
 IX. New Testament.....1 Second Sem.
 I, II, VII, VIII and IX are required for A. B. degree.

SCHOOL OF FRENCH.

MISS THORP.

- I. Grammar.....4 First Sem.
 II. Grammar, Reader.....4 First Sem.
 III. French Classics.....4 Second Sem.
 IV. French Classics.....4 Second Sem.
 V. French Literature .. 1 Second Sem.
 I, II, III, IV, V, required for the Ph. B. degree. Elective
 for A. B. and B. L. degrees.

SCHOOL OF GERMAN.

PROF. MCGINNIS.

- I. Grammar.....4 First Sem.
 II. Grammar, Reader... 4 First Sem.
 III. German Classics.....4 Second Sem.
 IV. German Classics.....4 Second Sem.
 V. German Literature.....1 Second Sem.
 I, II, III, IV, V, required for the Ph. B. degree. Elective
 for A. B. and B. L. degrees.

SCHOOL OF NATURAL HISTORY.

DR. GALLOWAY.

- I. General Biology.....2 First Sem.
 II. General Biology.....2 Second Sem.
 III. Zoology.....2 First Sem.
 IV. Botany... 2 Second Sem.
 V. Comparative Physiology.....2 Second Sem.
 VI. Geology.....3 Second Sem.
 VII. Meteorology.....2 First Sem.

- VIII. Comp. Anat. Vertebrates4 First Sem.
 IX. Comp. Anat. Vertebrates 4 Second Sem.
 X. Cryptogamic Botany4 First Sem.
 XI. Cryptogamic Botany4 Second Sem.

Comparative Anatomy and Cryptogamic Botany are given on alternate years

I, II, V required. One hour additional laboratory work required in connection with Courses I and II.

Two hours additional laboratory work required in connection with Courses III and IV.

SCHOOL OF CHEMISTRY AND PHYSICS.

PROF. PENICK.

- I. General Chemistry 4 First Sem
 II. Qualitative Analysis.....4 Second Sem.
 III. Mineralogy.....2 First Sem.
 IV. Mechanics.....4 First Sem.
 V. Advanced Physics.....4 Second Sem.
 VI. Quantitative Analysis.....4 First Sem.
 VII. Organic Chemistry4 Second Sem.

I required. An extra fee of \$10 required from those taking Courses II and VI.

SCHOOL OF MATHEMATICS.

DR. McGLUMPHY AND PROF. PENICK.

- I. Trigonometry4 First Sem.
 II. Surveying4 Second Sem.
 III. University Algebra3 First Sem.
 IV. University Algebra3 Second Sem.
 V. Analytical Geometry3 First Sem.
 VI. Calculus3 Second Sem.
 VII. Astronomy3 Second Sem.

I, III, IV required for the A. B. and Ph. B. degrees. I required for the B. L. degree.

SCHOOL OF MUSIC.

PROF. PLACE.

- I. Vocal Culture and Sight Singing.....1 First Sem.
- II. Vocal Culture and Sight Singing.....1 Second Sem
- III. Orchestra1 First Sem.
- IV. Orchestra1 Second Sem.
- V. Harmony.....1 First Sem.
- VI. Harmony.....1 Second Sem.

I and II elective, provided the *class* pays \$25.00 for the instruction. III and IV optional. V and VI may be taken at \$5 a term, provided a class of not less than *five* is organized.

REQUIREMENTS FOR GRADUATION.

THE CLASSICAL COURSE (A. B.)

The conditions for graduation with the degree of "Bachelor of Arts," are the completion of *seventy hours* of required work and *sixty hours* of elective work, making a total of *one hundred and thirty hours* work per week for one semester, on the terms specified under the various schools. The basis of the estimate is *one semester* of twenty weeks. The average work done by a student is sixteen hours a week. The hours in the laboratories in 1898 will be reckoned at one half their face value. At the rate of sixteen hours per week per semester the course would be completed easily in eight semesters, or four years. An exceptionally able student might accomplish eighteen hours work per week, and thereby finish his course in three and a half years. As a rule, we do not recommend any student to take more than sixteen hours of work per week. No student will be allowed to take more than this amount of work except by a vote of the faculty. All laboratory hours will count for *half* their full value.

The Freshman Class.—Students who are in the act of completing *thirty-two hours'* work as prescribed will be entitled to standing as Freshmen.

Sophomore Class.—Students who are in the act of completing sixty-four hours' work as prescribed will be entitled to standing as Sophomores.

The Junior Class.—Students who are in the act of completing ninety-eight hours of prescribed work will be entitled to standing as Juniors.

The Senior Class.—Students who are in the act of completing one hundred and thirty hours of prescribed work will be entitled to standing as Seniors.

Advanced Standing.—Students who have been in attendance at any of the colleges represented in the Cumberland Presbyterian Inter-College Association, or in the Missouri College Union, or at any institution of like grade, will be admitted to advanced classes on the following conditions : (1) Provided they furnish properly accredited grades from such colleges as to the number of hours completed on specified subjects ; and (2) provided they are properly accredited morally. All other students will be examined on such subjects as they wish credit for.

Graduates in Arts.—Students who have completed one hundred and thirty hours of prescribed work in the College, having passed all examinations successfully, and who pay ten dollars into the treasury of the College, will be entitled to graduation with the degree of Bachelor of Arts, and will receive the diploma of the College to that effect.

THE PHILOSOPHICAL COURSE (PH. B.)

The conditions of graduation with the degree of "Bachelor of Philosophy" are the completion of *eighty-one hours* of required work and *fifty-seven hours* of elective work, making a total of *one hundred and thirty-eight hours* of work per week for one semester, on the terms specified under the various schools.

The completion of thirty-four hours' work entitles the student to standing as a *Freshman*; sixty-eight hours, a *Sophomore*; one hundred and four hours, a *Junior*, and one hundred and thirty-eight hours, a *Senior*.

The conditions for advanced standing and for graduation are the same as in the Classical Course, to which the student is referred for further information.

THE ENGLISH COURSE (B. L.)

Those who teach in the public schools will find this course specially valuable, as it will fit them thoroughly for any high school work. The conditions for graduation with the degree of "Bachelor of Letters" are the completion of *sixty-six hours*, of RECOMMENDED work. A good deal of liberty will be allowed, but no study will be admitted as a part of this course except it be taken with the consent of the faculty.

Students who complete *thirty-four hours* of work in this course will receive *Freshman* standing.

Students who complete *sixty-six hours* of work in this course, and who pay ten dollars into the treasury of the College will be graduated with the degree of Bachelor of Letters.

CLASS HONORS.

It is the universal custom in colleges to award special honors to specially gifted and specially faithful students. "First Honors," in the Senior Class giving the right to the Valedictory on Commencement day, and "Second Honors," entitling to the Salutatory address. This is frequently unsatisfactory as only *one* can be accorded "first honors" and only *one* "second honors." Where natural gifts and class work have been nearly equal, the awards are very arbitrary and often unjust. It is proposed in this college to give all an equal opportunity. The basis of the awards will be the *grades* of the students, for the *whole year*, in *recitation* and *deportment*. Students, whose *average* grade lies between 75 and 90 will be awarded *Cum Laude* rank. Those whose average grade lies between 90 and 96 will be awarded *Magna Cum Laude* rank, "Second Honors." Those whose average grade ranks above 96 will be awarded *Summa Cum Laude* rank, "First Honors." This places every student upon his record, and discriminates against none, as all the members of the class may obtain first honors, if all strive for it and are successful in their deportment and work. These awards are made at the close of each year in June to all classes in the College, Freshman, Sophomore, Junior

and Senior; and also in the Senior class in the Academy.

In the general class grading a somewhat different method prevails. Students, with respect to the merit of individual studies, are divided into five classes; and they receive their reports, not the decimals, but by classes. 97-100 is Class 1; 92-96 is Class 2; 85-91 is Class 3; 75-84 is Class 4; 0-74 is Class 5. The last is the class of failures.

PRIZES.

**THE JOHN C. COBB PRIZES FOR BIBLE
READING.**

1. The object of the contest for this prize is to cultivate familiarity with the Bible and readiness in handling it. The prize is offered by John C. Cobb, Esq., of Odessa, Mo.

2. The awards are to be made by a competent committee selected for the purpose.

3. The awards consist of two prizes : one of \$15 to be awarded the best contestant ; and one of \$10 to be awarded the second best contestant.

4. The conditions of the contest are as follows :

(1) Each contestant must show facility in finding references.

(2) Coolness and self-control during the exercises.

(3) Aptness of interpretation by reading.

(4) Good elocution in reading.

(5) Must own the Bible he uses.

(6) Proper method of announcing references.

THE O. M. FRY MEDALS FOR ELOCUTION.

1. Two gold medals are offered by O. M. Fry, Esq., of Louisiana, Mo., for the first and second best

in an elocutionary recital to be given in the Chapel, May 29, 1897.

2. Recitations, Readings or Declamations may be presented.

3. Points of criticism in determining awards.

(1) Conception.

(2) Ease of manner.

(3) Grace of gesture.

(4) Culture of voice.

(5) Articulation.

GREEK EXAMINATION PRIZES.

A gold medal is offered to the Academic Senior who makes the best record in the *Iliad*, *Prose Composition*, and *Grecian History*. The following points will be considered.

1. The term grade.

2. The final examination.

3. General work.

PRIZE FOR ORATORY.

James E. Ritchey, Esq., of Sedalia, Mo., offers a cash prize of *one hundred dollars* to the student of Missouri Valley College who will take first honors in Inter-Collegiate Oratorical Contest. This will be in addition to the regular award of the Inter-Collegiate Oratorical Association. It applies only to the students of Missouri Valley College.

GENERAL INFORMATION.

COLLEGE EQUIPMENT.

The building is entirely finished and furnished so that students have very superior advantages. The

CHEMICAL LABORATORY

has a fine stock of apparatus in a room on the third floor, especially devoted to this purpose. Chemicals and instruments are furnished for the use of the students in their work, and every facility is afforded for acquiring a practical knowledge of the subject through actual experiment. Across the corridor is a similar apartment fitted up with

PHYSICAL APPARATUS

for the use of students in illustrating and mastering the problems and facts of physics. Dynamics, Acoustics, Heat, Light, and Electricity can here be studied by actual experiment. On the second floor is the elegant suite of rooms constituting

THE BIOLOGICAL LABORATORY.

These are supplied with proper furniture for the practical study of biological subjects, so that students have

excellent facilities. Special provision is made for microscopic work, several fine German microscopes having been imported for this purpose.

ADDITIONS TO THE MUSEUM.

BY DONATION.

Mrs. J. B. Hail, Osaka, Japan—Shells of Mollusca and Echinodermata.

BY PURCHASE—MOUNTED SKELETONS.

- (1). *Cyprinus Carpio*.
- (2). *Emys Europæa*.
- (3). *Columbia Livia Domestica*.
- (4). *Felis Catus Domesticus*.
- (5). *Hapale Jacchus*.
- (6). *Homo Sapiens*.

THE GYMNASIA,

of which there is one for ladies and one for gentlemen, both situated on the first floor, are fitted up with a sufficient variety of apparatus to afford all forms of needed exercise. Dumb bells, Indian clubs, wands, well-machines, trapezes, traveling rings, horizontal bars, quarter-circle, etc., constitute the equipment. The gymnasias are comfortably warmed and well lighted and ventilated.

THE COLLEGE LIBRARY.

The Library contains about twenty-five hundred valuable volumes, besides a large number of rare pamphlets. It is open for college students from 10 a. m. to 12 m. under the supervision of members of the Faculty, and from 2 p. m. to 5 p. m. under the care of proctors. The Library is primarily designed as a literary laboratory for individual study and private research. Special Music and Art students may avail themselves of the advantages of the Library by paying the regular fees.

On the reading tables may be found the leading literary, scientific, religious, professional, and college magazines of the day. Below is inserted the *list* of periodical literature taken by the Library :

Atlantic Monthly,
Harper's Magazine,
Century Magazine,
North American Review,
Forum,
Popular Science Monthly,
Review of Reviews,
Quarterly Journal of Microscopic Science,
Public Opinion,
Literary Digest,
The Western College Magazine,
Educational Review,

School Review,
Homiletic Review,
Missionary Review of the World,
Classical Review,
Missionary Record,
Harper's Weekly,
Scientific American,
Scientific American Supplement,
The Cumberland Presbyterian,
The Observer.

Friends of the College have made many and valuable gifts to the Library; such benefactions are always welcome and useful, and are gratefully received. The following persons have contributed books and pamphlets during the past year :

Senator F. M. Cockrell, Washington, D. C.

Hon. J. F. Tracy, Springfield, Mo.

Hon. Melvil Dewey, Albany, N. Y.

Kansas State Historical Society, Topeka, Kans.

Miss Joan C. Orr, Marshall, Mo.

Rev. Alonzo Pearson, Clarksville, Mo.

Rev. Frederick P. Flaniken, Itasca, Tex.

Massachusetts Board of Lunacy and Charity,
Boston, Mass.

THE CAMPUS

is spacious and is adorned with about 1,200 evergreen and deciduous trees. The Horticulture Society had its landscape gardener to visit Marshall for the purpose of making a suitable design for the planting, and then the Secretary, L. A. Goodman, Esq., came and personally superintended the work on Arbor Day in 1891.

Ample provision has been made for all forms of

ATHLETIC SPORTS,

such as base ball, foot ball, basket ball, lawn-tennis, running and leaping. These are encouraged by the Faculty for the sake of the physical culture of students.

THE LITERARY SOCIETIES,

of which there are three—the PEARSONIAN, the HOUXONIAN, and the BAIRDEAN—have beautiful halls on the third floor, which they have furnished most handsomely and conveniently, and at large expense. The membership in each is composed of both sexes, this mingling of the sexes being found decidedly advantageous, both in regard to the order and the efficiency of the societies.

SOCIAL LIFE.

The student's intercourse with his fellows is under the supervision of the Faculty. Regard is had for the needs of the social nature, but the mingling of the sexes is guarded so as to prevent unwise intimacies and loss of time from study. Most of the students being absent from home, the College authorities take the place of parents so far as possible.

RELIGIOUS LIFE.

Each student is required to attend Sabbath School and Divine Service once every Sabbath. Failing to attend, he must provide an excuse from the President at roll call on Tuesday.

In addition to this requirement, the first hour's recitation is opened each day with prayer by the

members of the Faculty in their separate rooms ; and at noon all students assemble in the Chapel for public worship. Attendance upon Chapel exercise is required.

There are Y. M. C. A. and Y. W. C. A. organizations among the students, holding daily meetings and well attended. They have a spacious room handsomely furnished by themselves, and dedicated to the Association purposes.

The Student Volunteers have an organization also, the purpose of which is to foster the foreign missionary spirit among the students.

Several efficient Bible Classes have been carried on during the year.

LOCATION.

The College is beautifully located on a commanding eminence, at the city of Marshall, which is the capital of Saline county. The soil in this county is noted for its productiveness and the inhabitants are distinguished for their thrift. The climate is exceptionally healthful, the air being pure and stimulating. The mean annual temperature, as reported in the tenth census, is 50-55 degrees, the same as Pittsburg, Philadelphia and New York. This is five degrees cooler than the mean annual temperature of St. Louis, Louisville and Washington. The annual rainfall is

35-40 inches, five inches less than that of St. Louis, Philadelphia and New York. Putting these two facts together, it is at once seen that the climate of Marshall is as delightful and healthful as could be desired. In fact, in point of climate, it is equal to the great health resorts of the country, and, in point of beauty of landscape, it is second to none.

EXPENSES.

It has been the object of the Board of Trustees to place the advantages of higher education within the reach of all ; they have, therefore, put the tuition at very low figures, it being \$25 in the Academy, \$30 in the Freshman and Sophomore classes in the College, and \$40 in the Junior and Senior classes in the College. Students in the English course pay \$30 for the first and \$40 for the second year.

Boarding can be obtained in good families in the city of Marshall at \$2.25 to \$3.50 per week, including furnished room, fuel and light. Laundry will cost from 50 cents to \$1.00 per month. See page 102 for boarding terms in the Dormitory.

ESTIMATE OF EXPENSES.

	Lowest.	Highest.
*Tuition 40 weeks.....	\$ 25 00	\$ 40 00
Boarding, 40 weeks.....	90 00	140 00
Laundry, 40 weeks.....	5 00	10 00
Fees, Laboratory, Library, etc., 40 wks	6 00	6 00
Books, 40 weeks	5 00	15 00
Total expense per year.....	\$ 131 00	\$211 00

Candidates for the ministry and the children of *pastors* are not charged for tuition, but are required to pay the usual matriculation fees. Candidates must furnish certificates from the stated clerks of their Presbyteries as to their standing.

All tuitions and fees must be paid in advance, at the beginning of the Semester. Students are not admitted to recitation until they produce the treasurer's receipt.

THE CHRISTIAN ASSOCIATIONS.

In the moral and religious life of the college, the Young Men's Christian Association and the Young Women's Christian Association hold positions of influence and responsibility. Standing, as they do, for the advancement of the spiritual life, and having in their membership the best students of the College,

*See page 125 for tuition in music and page 126 for tuition in art, and page 51 for special instruction in elocution.

they have the opportunity of influencing greatly the life of every student. Their work is carefully planned to this end. Both Associations conduct devotional and personal workers' Bible classes, and, besides a Sunday afternoon meeting, both hold daily services of twenty minutes length. All are well attended.

In the way of privileges the Associations are well equipped. The Y. W. C. A. have a gymnasium with all necessary apparatus, and conduct physical culture classes twice a week. Besides these, lectures and socials are given occasionally. Their fee is very reasonable.

The Y. W. C. A. provides for a beautiful Easter Service each year. One of the city pastors preaches the sermon. The service is an important and popular event in the College and in the community. Fine music is provided by Professor Place.

The Y. M. C. A. has fitted up and maintains tub and spray baths in the basement of the new dormitory. They are opened at suitable times and are quite popular. An "entertainment course" has been given in the Marshall Opera House with six numbers, consisting of Tennessee Jubilee Singers, Robert Nourse, Harvard Male Quartette, Hon. H. W. J. Ham, Royal English Hand-Bell Ringers, Prof. John B. DeMotte, Ph. D. A similar course will be arranged for next

year. A gymnasium has also been fitted up and classes organized. These classes aim at the most complete development of the physical man, and are a source of much benefit to the members. Besides these, occasional socials and lectures are given, making the privileges of the Y. M. C. A. various and attractive. The fees in the several departments are in the reach of all.

A WORD TO PARENTS AND GUARDIANS.

With great emphasis we urge all who send their children to us to be careful about giving them too much pocket money or too great liberty in contracting debts. And they ought to be carefully instructed as to the value and economical use of money. We sometimes have students with a very slight comprehension of economy who, to the disgust of their friends at home, squander with an indiscretion that is hurtful to everybody concerned. There is hardly a thing or scarcely a vice that so fatally interferes with study as the lavish and careless spending of cash by students at school. We are certain that we cannot do those who are at school and those who send their children here a greater favor than to bring this important matter to their notice and to beg of them, both for their own profit and for the better training of the pupils in habits of economy, that they give special attention to this suggestion.

ACCESSIBILITY.

Marshall is accessible from all parts of the country via the Chicago & Alton R. R., or via the Missouri Pacific R. R. It is on the main line of the C. & A. R. R., and on the Boonville Branch of the Missouri Pacific R. R. These, with their connections, furnish ample conveniences for reaching Missouri Valley College from all portions of the world. Consult the nearest railroad ticket agent and he will give you all necessary information.

GOVERNMENT.

The faculty will aim to exercise a parental and moral supervision over the conduct and character of the students. The latter will be held responsible for proper deportment, a decorous intercourse among themselves, a respectful treatment of their officers, a faithful observance of the hours appointed for study, and a punctual attendance upon all prescribed exercises of the College. Leave of absence will be granted in extreme cases before the close of the term, but only by permission of the faculty. Parents and guardians are earnestly requested to confer with the faculty beforehand, and to expect such leave only in cases of extreme necessity.

In harmony with the above requirements, the following things are positively forbidden: All disorder in rooms for study, or in the College building; absence from recitation or other enjoined exercises without previous permission or sufficient excuse thereafter; communication during prayer, recitation or other exercise; social visiting during study hours; all association of the *sexes* except at prescribed periods; injury to College property; the use of intoxicating drinks; the use of tobacco on College premises; all offensive or indecent language or behavior; playing at billiards, cards or other games of chance; vis-

iting saloons; the desecration of the Sabbath and all other things inconsistent with the utmost propriety of conduct, and, therefore, adverse to the most successful improvement of the students, intellectually and morally.

The literary and other societies of the College are under the control of the faculty. No secret organization will be allowed among the students. No public entertainments shall be given by any society without permission from the faculty, and when such permission is granted all the exercises intended for any entertainment shall be presented to the faculty for its approval as to matter and program before their public delivery. No one who is not in regular attendance at the College can be a member of the literary societies, or take part in the literary exercises of the same. The following pledge will be exacted of each student as a condition of entrance to the College:

I, the undersigned, as a condition of admission as a student in the Missouri Valley College, do hereby declare and promise, upon my honor and without mental reservation, that I will not join as a member or attend the meetings of any secret literary or social organization, unless the same has been first approved by the Faculty of Missouri Valley College.

The penalty for the violation of the rules of the College shall be such as the faculty may see fit to inflict.

THE DORMITORY.

By the beneficence of the friends of the College in 1895, the Dormitory, an imposing three-story brick structure, was erected on the college campus. It contains twenty-four living rooms, eight on each floor, each accommodating two students. In addition the basement contains the kitchen, dining-room, coal-room and the bath-rooms of the Y. M. C. A. Besides, there are two trunk rooms. The building is lighted by electricity. Water is piped into it. The money for erecting this handsome edifice was subscribed by the Presbyteries and individuals of the Church. Some of the Presbyteries are still delinquent and should take steps to pay up promptly. It was built chiefly for the young preachers, but others are admitted.

The boarding club was organized in '93 as a private enterprise with nine members. It proved quite successful, and the year following the membership reached twenty-seven. The expenses for board, room-rent, fuel and washing, since moving into the new quarters, have been reduced to a minimum. It is thought next year the total expenses will not exceed \$1.75 per week.

The club is composed of many of the best students of the College, is thoroughly organized, and

strict discipline is enforced. Study hours are from 5 a. m. to 4 p. m., and from 7 to 10 p. m., during which no unnecessary noise is allowed in the building. All boisterous conduct is forbidden. Devotional services are held each night after supper. In fact, all the laws of decency and propriety are enforced and a premium is placed on gentlemanly conduct. The officers at present are W. A. McCammon, President; W. R. Smith, First Vice-President; C. W. Smith, Second Vice-President; J. M. Glick, Secretary and Treasurer; J. D. Prigmore, Chaplain. The Club extends congratulations to the management of the institution, thanks to those who have contributed to their present support, and a cordial invitation to new students to enter the Dormitory.

THE SCHOOL OF MUSIC.

WHY STUDY MUSIC?

Music is so generally studied in this day of art culture, that it seems superfluous, to a certain extent, to mention any of the reasons why it should be studied. But, in some sections of our country music is never studied, in others to a limited extent only. So, for the sake of those who live far from the center where music is taught, as a regular part of a student's course; and for those who have never had a suitable opportunity to avail themselves of the pleasures and profits to be gained from this most delightful of the arts, I will give a few reasons why such a course should be pursued.

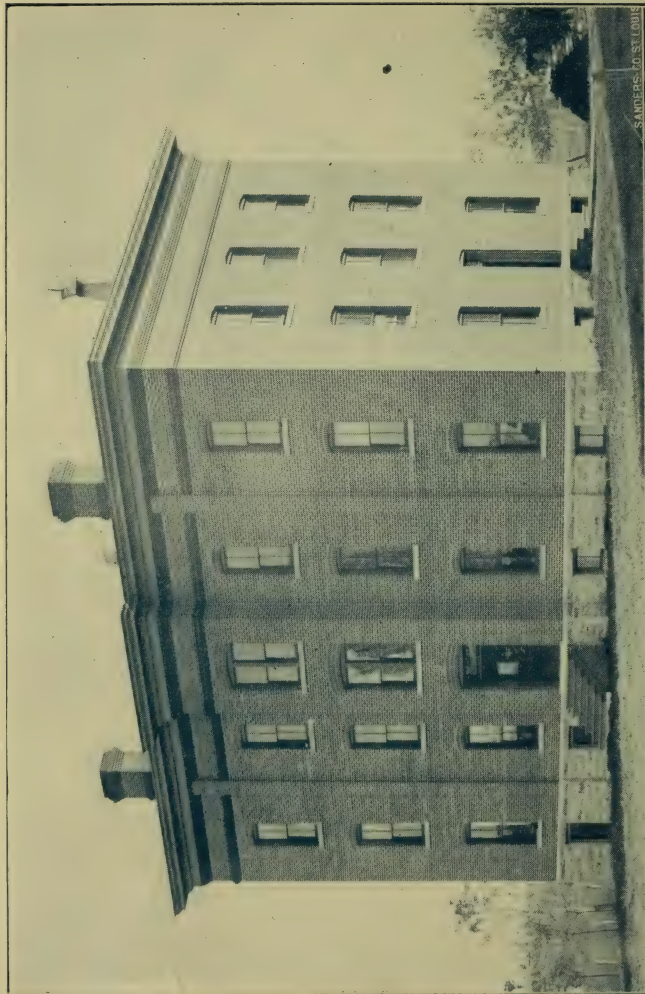
First, musical sentiment is second only to religious sentiment and, in fact, is a part of it. Music came from the church and was used, in the first place, only in the services of the church. It is quite natural to be religious and musical, as one is part of the other; newly converted persons to the Christian faith, involuntary wish to express their joy and gratefulness, in songs of praise to their Maker. Beethoven, in his piano sonatas and symphonies for orchestra, was under lofty religious inspiration when he composed them, as he himself testified. Persons who practice playing these wonderful tone productions,

and those who habitually hear them, all agree that the effect on them is one of deep solemnity. Some people have gone so far as to worship music, and especially Beethoven and his compositions. Richard Wagner has been called a prophet because of his music drama "Parsifal." On hearing this masterpiece one is impressed with the triumph of the pure and good and the down-fall of the wicked. Handel, it is said, when he was composing parts of his oratorio, "The Messiah," became so impressed with the fervor of the musical sentiment, that he broke down with weeping.

Second, it is refining and elevating. One cannot study the themes of the master minds very long, before a feeling of pleasure steals over him. At each study period this sensation is felt sooner than before, as the new beauties unfold themselves gradually. This brings on a finer discriminating power and a sense of elevation—the mastery of any subject brings with it elevation in thought. In music all this is especially true, and further, a sense of extreme pleasure is connected with it, arising from sensations produced on the brain through the channel of the ear. This is not true of any other study, or art theoretical or practical. In the arts of painting, sculpture and poetry, the taste and judgment is formed from impression, mostly gained through the medium of sight.

In theoretical and practical or experiment studies the thoughts are led on from an eye-reasoning standpoint. But music, in a demonstrative way, is the only study that cultivates the intellect and develops the understanding through the sense of hearing. When taken practically, it also imparts a soothing and restful effect to both performer and listener, so different from all other lines of study. For illustrations of this kind of music one has only to hear selections from Mendelssohn's Songs Without Words, Schumann's Forest Scenes, op. 82 and Night Pieces, op. 23, Schubert's beautiful Serenade in D minor, or the Nocturnes of Chopin. Music when sung in large choruses, played by orchestras and bands, or with the combined forces of both vocal and instrumental bodies, has an electrifying, soul-stirring and grand effect. In the times of King David, "the sweet singer of Israel," the power and influence of chorus singing were well known. The Psalms were composed for hundreds of men and women singers and players on instruments, all for the service of the church.

Third, as a science it is profound. The problems requiring as much concentration for their solution, as any study in mathematics. This concentration not only deals with the powers of reason, but goes further, requiring the student to think musical tones alone and in combination with others. Because of



SANDERS, 10, ST. LOUIS

THE DORMITORY.

this great developing power, Yale University has recently erected a building devoted solely to the purpose of studying the scientific aspect of music. To study music either in a theoretical or demonstrative way, is to quicken the perceptions and awaken the nervous energy. The late Professor Karl Merz puts it beautifully when he says, "Music is a means of culture ; it is one of the greatest and, perhaps, greatest factor in human civilization. Not until men shall use the art with a spirit of reverence will it exercise those powers for which it is designed. The present generation of philosophers and teachers are only beginning to search for the real meaning and explanation of art, and they have not advanced sufficiently to answer even these simple questions: What is music? Wherein consists its great power? "

Fourth, when especially taken in a demonstrative way, as in the study of vocal culture and singing, organ and piano-playing, it then becomes of great social importance. Many a young man and woman has been helped to a higher social level, to form friends of a more influential character and finally to a life position, purely because of cultivated musical talent. For the home circle what is more pleasing than to be able to sing or play a fine solo or play an accompaniment for others to sing with. It makes home brighter and is one of the pleasures that all, as

a rule, can participate in. A young lady or gentleman who can neither sing, play nor talk about music is, generally speaking, a social outcast. Even as far back as Dante, music was considered worthy of study and an art from God. In his "Divinia Comedia" he says :

" So that your art
Deserves the name of second in descent
From God."

EDGAR S. PLACE.

THE NEW COURSES OF MUSIC STUDIES.

To fulfill the announcement made in last year's catalogue, we now offer a complete four years' college course of study, with two preparatory grades in Voice Development, Piano, Pipe Organ and Violin playing. In piano playing there is offered a carefully prepared Post-Graduate course extending over a period of two years.

The standard of excellence is on a high plane. All instrumental pieces and studies are required to be finished according to three standards, as follows: Touch, Speed and Interpretation. By Touch is meant the peculiar way a key is pressed from the finger, wrist, fore-arm, shoulder, or by finger and arm together. The test in Speed is regulated by markings of celebrated editors conforming to those indicated on the face of the Maelzel Metronome. The indication by Metronome standard of Speed has become the standard of the world. By Interpretation we mean the full understanding of a piece as to content, phrasing and formal construction, and applying the same to rendition.

The proper rendition of any piece of vocal music is reached when the voice is placed—using words, when it has proper resonance throughout its scope,

correct control of the breath, and interpretation which includes style.

As another aid in acquiring the high standard set, three Virgil Practice Claviers are used with all students in the piano and organ courses. They are used for the acquirement of a finely balanced touch, to train the ear in rhythm without tone, and to strengthen the fingers for heavy or light pressure upon the keys, the limit in heavy pressure being twenty ounces per finger. This instrument is an invention which satisfies every requirement of modern touch *without* tone. No extra charge is made for the use of these instruments.

The standing of a music student is not made merely by the completion of the musical course, but is adjudged by their record in deportment as well. Hence all rules for good order and discipline apply here as in other departments.

GRADUATION IN MUSIC.

Students who have completed the College Course in either Voice, Piano, Pipe Organ and Violin, who have sung or played successfully in public recitals, who have studied *harmony two years* and *musical history one year*, and whose literary attainments are the equivalent of the English course in the Academy of Missouri Valley College (including Mathematics),



PROF. PLACE'S INSTRUCTION ROOM.

and who pay ten dollars in the College treasury, will be entitled to graduation in the COLLEGE MUSIC COURSE and will receive the DIPLOMA of the College to that effect.

The following instruments and subjects are studied :

PIPE ORGAN,	PIANO,
CABINET ORGAN,	VOICE,
HISTORY OF MUSIC,	VIOLIN,
THEORY OF MUSIC,	GUITAR.

COURSE ON PIPE ORGAN.

Owing to the growth and popularity of the Music School, and the demand for a higher and more extended course in organ playing, it has been decided to make this department equal to any other similar department in the East, and superior to all organ schools in the West, except, possibly, two or three in the large cities.

Accordingly, a carefully graded course of studies and pieces, covering six grades for the pipe organ, has been prepared and a beautiful Three-Thousand-Dollar Johnson Pipe Organ purchased.

This instrument is eighteen feet in height, fourteen feet in depth and thirteen in width. Case of antique oak with front display pipes beautifully decorated in gold bronze.

It has two manuals, full pedal clavier and balanced swell :

There are twenty-six stops in all, as follows :

1 Clarionet (Reed).....	8 foot pitch
2 Fifteenth.....	2 foot pitch.
3 Twelfth.....	2 2-3 foot pitch.
4 Octave.....	4 foot pitch.
5 Cheminee Flute.....	4 foot pitch.
6 Melodia.....	8 foot pitch.
7 Dulciana	8 foot pitch.
8 Stopped Diapason Bass.....	8 foot pitch.
9 Open Diapason.....	8 foot pitch.

SWELL ORGAN.

10 Oboe (Reed).....	8 foot pitch.
11 Bassoon (Reed)	8 foot pitch.
12 Piccolo.....	2 foot pitch.
13 Violin	4 foot pitch.
14 Stopped Diapason Treble	8 foot pitch.
15 Stopped Diapason Bass.....	8 foot pitch.
16 Salicional	8 foot pitch.
17 Open Diapason	8 foot pitch.
18 Bourbon Treble	16 foot pitch.
19 Bourbon Bass ...	16 foot pitch.

PEDAL ORGAN.

20 Double Open Diapason	16 foot pitch.
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MECHANICALS.

21 Tremblant.	24 Great to Pedal.
22 Swell to Great.	25 Bellows Signal.
23 Swell to Pedal.	26 Pedal Check.

There are eight hundred and thirty-five (835) speaking pipes in all, varying from three-quarters of an inch to sixteen feet in length.

Students may begin the study of the pipe organ after having completed two grades of the Piano Course, and shown sufficient mental concentration to cope with the difficulties afforded by so large an instrument.

New students wishing to study the pipe organ will be required to show proficiency in reading music; good evidence of at least one year's study of piano-technic and a fair mental control while at the keys.

It is advisable that all students should study the piano and organ together. By this plan lightness of execution is insured and the hand is protected from a general stiffening of the muscles, which is likely to appear when the organ is studied alone.

To give an idea of the nature and value of the Organ Course, a few names only, of the writers have been given in each grade. Persons acquainted with the literature for the pipe-organ will recognize the names of the greatest composers and organists of all time.

SCHOOL OF MUSIC.

CLASS.	COLLEGE COURSE.—PIPE ORGAN.
FRESHMAN.	Short Preludes and Fugues from Bach. Studies from Rinck. Pieces from Merkel, Guilmant, Best and other Modern Writers.
SOPHOMORE.	Studies from Rinck Continued. Selections from Lemmen's Organ School. Selections from Organ School, by Sparks. Pieces from the Masters.
JUNIOR.	Preludes and Fugues from Mendelssohn and Bach. Sonatas from Rheinberger and others.
SENIOR.	Sonatas from Bach. Pieces and Sonatas from Buck, Best, Thiele, Widor, and others of equal standing as writers for the Organ.

COURSE IN VOCAL INSTRUCTION.

Specially written exercises to meet the requirements of each individual student will be given in Voice-Placing, Touch, and the study of Resonance. Artistic deep breathing will also be studied. First, with a view of supporting the voice properly, and secondly, from a health standpoint, to develop the chest to the

fullest extent without strain, thus insuring a greater hold on life. In all cases where the chest is narrow, small or sunken, a special course of breathing exercises will be taken up from the beginning.

The regular course will include studies in Interval Singing, Scale Singing (diatonic) in many ways, Portamento, Broken chords, major, minor, diminished and arpeggios on the same, Chromatic Scale alone and in connections with broken-chords, preparatory Trill and Trill Studies, lessons in all grades of movement from Adagio to Presto, the voice in Forte, Decresendo, Piano and Cresendo singing, "Messa di Voce," Correct Vowel forms of Mouth, Legato and Staccato.

Many of our great master teachers have contributed valuable books of vocalises, illustrating each of the above subjects, many selections from these, outside the regular course, will be made at various times, to suit the progress of the student.

Graded solos from easy balads to the difficult arias by the classical writers of the old school will be used. Also, that the student may become familiar with the good in modern music, the works of Lassen, Meyer-Helmund, Greig, Gounod, Saint-Saens, Goddard, Strelezki, Mosenthal, Buck, Chadwick and Paine are included in the course.

Correct pronunciation of the English language and interpretation will be taken up as soon as the student can sing a clear ringing tone with free open throat, using the vowels with a few consonant combinations.

SCHOOL OF MUSIC.

CLASS.	COLLEGE COURSE.—VOICE.
FIRST PREPARATORY.	One Semester of Sight-Singing or its equivalent. Breathing and Voice Placing taught orally and continued until sufficient strength has been gained to study printed matter. Style taught in conjunction with Voice Placing, throughout the course.
SECOND PREPARATORY.	Panofka's A. B. C. Course. Concone, Sight Singing. Concone, 35 Singing Lessons. Schubert, Technic. It is suggested that singers pursue a short course in piano playing of about one year, unless already proficient to that degree.
FRESHMAN.	Sieber, F. op. 92 Eight Measure Vocalises. Schubert, Technic. Concone, op. 9, book 1. Panofka, op. 85, book 1. Selected exercises from the works of Delle Sedie, Randegger and Hauptner will be used through the two Preparatory and Freshman years. Easy pieces suited to grade.

SCHOOL OF MUSIC.—CONTINUED.

CLASS.	COLLEGE COURSE.—VOICE.
SOPHOMORE.	Concone, op. 9, book II. Nave, op. 21, book III. Schubert, Technic Continued. Bardogni, Twenty-Four Vocalises. Panofka, op. 81, book I. Selected pieces suited to grade.
JUNIOR.	Concone, op. 11, book II. Sieber, op. 78, complete. Bordogni, 36 Vocalises, book I. Harmony, one year. Lamperti, Trill Studies, selections. After taking Concone, op. 11, if sufficient skill is not manifested, one of the following books will be required: Concone, op. 12, or Panofka op. 81, book II. Selected pieces and arias.
SENIOR.	Marchesi, op. 4, Studies in Style. Sieber, op. 129, complete. Bordogni, 36 Vocalises, book II. Musical History and History of Song, one year. Operatic Arias and Selected Songs.

ORATORIO OR CHURCH-MUSIC COURSE.

Students intending to fit themselves for church or oratorio singing will take the following Junior and Senior work instead of that tabulated above:

SCHOOL OF MUSIC.—CONTINUED.

CLASS.	ORATORIO COLLEGE COURSE.—VOICE.
JUNIOR	Master-Pieces of Vocalization, edited by Max Spicker, vol. II. Vocalises of Cherubini, Giovanni, Prota and Mazzoni, edited by Stern. Lampeti's Trill Studies. Harmony, one year. Selected Oratorio Arias and Sacred Songs.
SENIOR.	Master-Pieces of Vocalization, Spicker, Vol. III. Solfeges du Conservatoire, Paris, Vol. III, thirty selected studies. Marchesi, op. 4, five selections. Musical History and History of song, one year. Selected Oratorio Arias and Sacred Song.

NOTE.—While the above courses have been especially prepared for soprano voice, there are ten other fully graded courses, two to each of the following voices: Mezzo Soprano, Contralto, Tenor, Baritone and Bass.

VIOLIN COURSE.

Of all instruments that have the sustained tone probably the violin holds the first place in popular favor. The fine and penetrating quality of tone makes it the best of the string family to interpret the many different styles of music. One-half of the instruments in the modern orchestra are strings. In our large cities, not only the young men, but the young ladies study the violin as an instrument for home use.

In New York and Boston there are orchestras composed wholly of ladies who play instruments of the string family only.

In Missouri the people are not behind those of other states in securing all that is good for the culture of her sons and daughters. During the past few years there have been many calls for instruction on the violin. To meet this demand, a complete course of studies has been made out, including only those of the greatest musical worth.

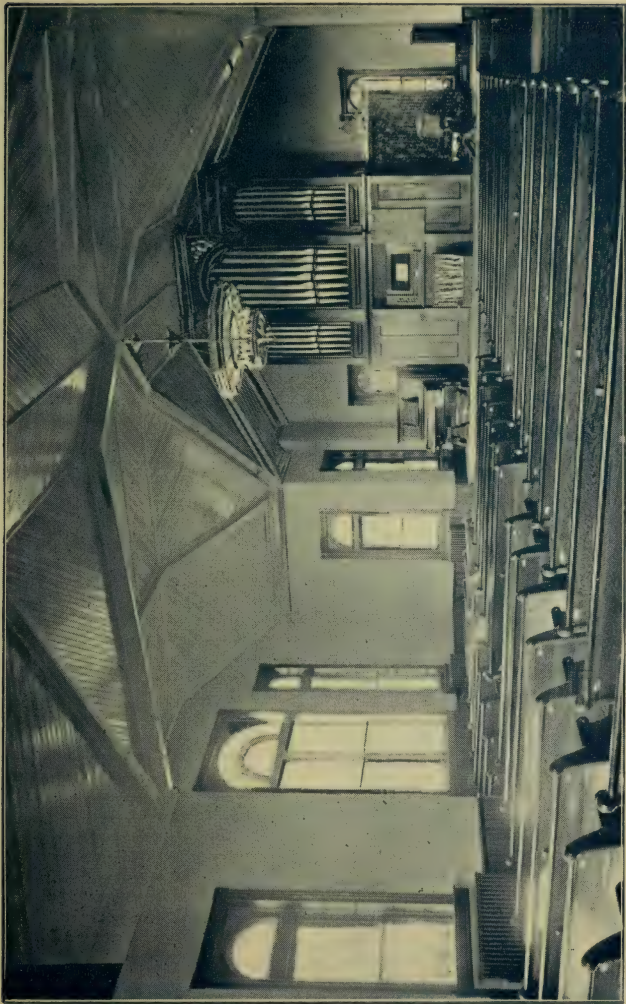
SCHOOL OF MUSIC.

GRADE.	COLLEGE COURSE—VIOLIN.
FIRST PREPARATORY.	Hermann op. 20, book I. Czerny, Practical Violin School. Schubert, L. Violin School Vol. I. Gebauer, op. 10, Twelve easy duets.
SECOND PREPARATORY.	Mazas Violin School, Selections. Schubert, Violin School, Vol. I. con. Hermann, School of Scales, Vol. II. Mazas, op. 60, six easy duets. Hermann, Melody Album.
FRESHMAN.	Hermann Violin School, Div. III and IV. Mazas Violin School, selections from middle and last part. Schubert's Violin School, Vols. II and III. Mazas op. 36, Vols. I and II, selections. Pleyel op. 48, Vol. III, duets, selections. Haydn and Mozart Sonatas.

SCHOOL OF MUSIC.—CONTINUED.

CLASS.	COLLEGE COURSE—VIOLIN.
SOPHMORE.	Hermann, Violin School, Div. v and vi. Schubert, Violin School Vol. iv. Hermann, School of Scales, Vol. iii. Etude Album, 40 Studies, Selections. Viotti, op. 23, book I. Three Serenades. Sonatas continued from Mozart. Selected Pieces.
JUNIOR.	Jansa, op. 74, Selections. Kreutzer Etudes, Selections. Gavinies, 24 Matinees. Rode, op. 18, book I. Bach, Concert in A Minor. Selections from the Larger Works.
SENIOR.	Rode, 24 Caprices. Mazas, op 36, book III. - Casorti, Technic of the Bow. Dancla, op. 73, 20 Brilliante Studies. Se- lections from the above works will be made to suit the student's progress. Romberg A. op. 18. Beethoven Sonatas (David) 2 Selected Sonatas. Schubert Duo, op. 162.

Other studies for the special development of each student, suitable to the grade, will be used.



CHAPEL AND PIPE ORGAN.

INSTRUCTION ON THE PIANO-FORTE.

Within the past few years new and important works have been composed by our foremost American teachers, in harmony with the latest ideas as how best to cultivate true musical feeling and at the same time develop a well rounded technic. These studies have been included in the following list:

SCHOOL OF MUSIC.

GRADE.	COLLEGE COURSE.—PIANO.
FIRST PREPARATORY.	Landon, Piano Playing. Ruthart, Master and Pupil. Kunz, op. 14, 200 Canons. Macdougall, Melody Playing, Vol. I. Heller, op. 125. Loeschhorn, op. 66, book I. Macdougall, Melody Playing, Vol. II. Classics.
SECOND PREPARATORY	Bach, Six Short Preludes. Bertini Studies. Selections from op. 29, 32 and 100. Concone, J. First Studies. Berens, op. 61, books I and II. Heller, op. 45. Classics. Mason's Touch and Technic.

SCHOOL OF MUSIC.—CONTINUED.

CLASS.	COLLEGE COURSE—PIANO.
FRESHMAN.	<p>Turner, Octave School, Vol. I. Hasert, R. op. 50, book III. Bach, Two Voiced Inventions. Hummel, F. op. 43, book I. Doring, op. 33, book II. Cramer, 84 Studies. Clementi, Gradus ad Parnassum. Twenty of the easiest studies from the above two sets. Haydn, Dussek, Mozart, Beethoven, etc. Selected movements from Sonatas. Mason's Touch and Technic con. Mees, Daily Studies. Harmony, first year. Sight-Reading, half hour each day.</p>
SOPHMORE.	<p>Turner, Octave School, Vol. II. Bach, Three-Voiced Inventions. Doring, op. 33, book III. Czerny, op. 740, book II. Cramer, 84 studies. Clementi, Gradus ad Parnassum. Fifteen studies from the latter part of the above two works. Krause, op. 15, book II. Heller, op. 127. Sonatas from Haydn, Mozart and Beeth- oven. Mason's Touch and Technic. Harmony, second year. Sight Reading.</p>

SCHOOL OF MUSIC.—CONTINUED.

CLASS.	COLLEGE COURSE—PIANO.
JUNIOR.	Kullak's Octave School, Vol. II. Moscheles, op. 70, book I. Kessler, op. 20, book I. Bach, Well-Tempered Clavichord, six selections. Mayer, op. 119, book I. Chopin, op. 10 and 25, ten selections. Concertos and Sonatas. Technic, Tausig and Germer, Selections. Musical History, one year. Sight Playing.
SENIOR.	Bach, Well Tempered Clavichord. Six selections, including one movement from "Italian Concerto." Henselt, op. 2, in part only. Chopin, op. 10 and 25 continued. Kullak, op. 48, book II, Nos. 6 and 7. Mendelssohn, op. 35. Left Hand Music. Concertos and Sonatas. Technic, from Henselt and Neupert. Sight Playing.

COURSE IN HARMONY.

A fine course in Harmony Musical Form Counterpoint, Canon, Fugue and Artistic Composition in part-writing is offered, including works by Howard, Goodrich, Ritter, Richter, Stainer, Cornell, Ayer, Dr. Bridge and others of similar standing.

This course includes much practical work at the piano, thus making a splendid school in extempore playing.

CABINET ORGAN COURSE.

Many persons receive their first musical thoughts and delights from the small parlor instrument, the cabinet organ. It is the instrument that satisfies the longings of the masses. A few of the prominent makers have recently manufactured instruments capable of producing many and varied musical effects of considerable artistic value.

We have prepared a graded course of study for this instrument extending over four years, with two preparatory grades.

GUITAR COURSE.

As an instrument to offer a soft and pleasing accompaniment to the human voice, probably the guitar cannot be excelled. Because of this it has become a favorite with young people in the home.

A finely graded course of studies has been prepared, including many from the celebrated writers for this soft-toned instrument, among whom the following may be mentioned : Winner, Holland, Carulli and Carcassi.

VOCAL CULTURE AND SIGHT-SINGING.

All students in regular standing will be admitted to this class by the payment of a small fee. One lesson per week. Vocal Culture forms the basis of work in this class.

EXPENSES.

PIPE ORGAN:—Two lessons each week, per Semester,	\$32 50
PRACTICE ON PIPE ORGAN:—One hour per day, per Semester, - - - - -	7 50
BLOWER FOR PRACTICE ON PIPE ORGAN:—Per Semester, - - - - -	15 00
PIANO HIRE:—One hour per day, per Semester, -	5 00
TUITION:—Piano, Violin, Guitar, Voice or Cabinet Organ, two lessons each week, per Semester,	25 00

SCHOOL OF FINE ARTS.

The College aims to offer to the friends of art the advantage of a well-organized and thorough school with a view of qualifying young ladies and gentlemen to impart to others a careful art education, and develop its application to the common uses of life. The course of study covers from three to four years, and is arranged in such a way that pupils may see at a glance the work to be done, the points of attainment, and also the high excellence of the course. The pupils are arranged in three grades, and have the advantage of the best instruction.

We ask our patrons to give special attention to the rates, which we have endeavored to put within the reach of every one.

Tuition per term—twenty weeks ; two lessons per week, three hours per lesson, \$20.

Art students are recommended in addition to the above to take at least one study each term with the literary classes. The charge for such studies is somewhat less than the average cost per study, art students being allowed to enter any class by permission for \$3 per semester. Students can take any part of the course under the advice of the professor in charge of the department.

COURSE IN FINE ARTS.

GRADE.	COURSE IN FINE ARTS.
I	<ul style="list-style-type: none"><i>a.</i> Drawing and shading from casts of geometric figures.<i>b.</i> Drawing and shading from groups composed of geometrical figures.<i>c.</i> Drawing in crayon from studies.<i>d.</i> Drawing and shading from ornament—conventionalized leaves—flowers.<i>e.</i> Drawing and shading from hand, arm and foot.
II.	<ul style="list-style-type: none"><i>a.</i> Drawing and shading from marks or casts from the antique.<i>b.</i> Drapery in Crayon.<i>c.</i> Painting from still life.<i>d.</i> Pen drawing.<i>e.</i> Drawing and shading from casts of antique busts, Apollo de Belvidere, Venos de Milo, etc.
III.	<ul style="list-style-type: none"><i>a.</i> Drawing and shading from antique busts.<i>b.</i> Painting from objects and nature in oil and water colors.<i>c.</i> Drawing and shading from full length casts of antique figures.<i>d.</i> Drapery in oil or water colors.<i>e.</i> Art History.

REGISTER OF STUDENTS.

THE COLLEGE.

SENIORS.

Name.	County.	State.
Brigham, Francis H. (Eng.).....	Barre	Massachusetts
Campbell, Mary B. (Eng.).....	Saline	Missouri
Conrad, Henry S. (Ph. B.).....	Chariton	Missouri
Crockett, Ermie (Eng.).....	Saline	Missouri
Doran, J. H. (C.).....	Coles	Illinois
Ferguson, Wm. I. (C.).....	Howard	Missouri
Garst, John B. (C.).....	Saline	Missouri
Glick, Joseph M. (C.).....	Saline	Missouri
Hurt, Wm. H., Jr. (C.).....	Saline	Missouri
James, Albert R. (C.).....	Saline	Missouri
Jones, John A. (C.).....	Saline	Missouri
Kirkpatrick, John W. (C.).....	Saline	Missouri
LaMotte, George A. (Eng.).....	Randolph	Missouri
Leinbach, S. U. (Eng.).....	Jackson	Missouri
Lewis, Kate (Eng.).....	Saline	Missouri
Roberts, James L. (C.).....	Saline	Missouri
Russell, O. O. (C.).....	Saline	Missouri
Shepherd, Robt. L. (C.).....	Macon	Missouri
Tanner, Curtis S. (Eng.).....	Saline	Missouri
Wilson, Chas. J. (Eng.).....	Buchanan	Missouri

JUNIORS.

Name.	County.	State.
Baker, Ezra F. (C.).....	Finney	Kansas
Cordell, Fanny (C.).....	Saline	Missouri
Gordon, Wm. C. (C.).....	Saline	Missouri

Name.	County.	State.
Hightshoe, Frank (Ph.).....	Saline	Missouri
Huff, Virgil V. (C.).....	Saline	Missouri
Leinbach, S. U. (Ph.).....	Jackson	Missouri
Mack, George H. (C.).....	Hamilton	Tennessee
Robertson, Nora W. (C.).....	Saline	Missouri

SOPHOMORES.

Name.	County.	State.
Anwyl, Anna (Ph.).....	Jackson	Missouri
Ewing, Chatham M. (Ph.).....	LaFayette	Missouri
Hail, William J. (Ph.).....	Wakayama	Japan
Hunt, Thomas N. (Ph.).....	Saline	Missouri
Mitchell, H. A. (Ph.).....	Saline	Missouri
Perry, A. E. (C.).....	Otoe	Nebraska
Smith, Walter R. (Ph.).....	Clay	Missouri
Surface, E. B. (C.).....	Berber	Kansas
Ward, John A. (Ph.).....	Saline	Missouri
Yeagle, Virginia (Ph.).....	Saline	Missouri

FRESHMEN.

Name.	County.	State.
Althouse, Alex. Denny (Ph.).....	Saline	Missouri
Ballentiné, Daisy Alice (Ph.).....	Saline	Missouri
Clarks, Mary (Ph.).....	Saline	Missouri
Clemmens, Delia (C.).....	Saline	Missouri
Coats, Leroy J. (Ph.).....	Wichita	Kansas
Davis, Edmund Wayne (Ph.).....	Greene	Illinois
Downs, Eva L. (Ph.).....	Saline	Missouri
Dunn, Alice Frances (Ph.).....	Saline	Missouri
Galloway, Clyde A. (C.).....	Maury	Tennessee
Garst, Josephine (Ph.).....	Saline	Missouri
Mitchell, Emmett (C.).....	Saline	Missouri
Mitchell, Edith Maud (Ph.).....	Saline	Missouri
Steele, Edna May (Ph.).....	Saline	Missouri
Sydenstricker, Vernon S.....	LaFayette	Missouri
Van Stone, Ida Esther (Ph.).....	Saline	Missouri

SPECIALS.

Name.	County.	State.
Abe, Yoshibumi	Yaneagata	Japan
Burke, Ollie R.....	Saline	Missouri
Tanner, Mrs. C. S.....	Saline	Missouri

THE ACADEMY.

SENIORS.

Name.	County.	State.
Denny, Lou B. (B.).....	Howard	Missouri
Dobyns, Nelle (B.).....	Johnston	Missouri
Gilbreath, Ellis (A.).....	Cooper	Missouri
Glenns, Flossie (B.).....	Saline	Missouri
Hannah, Julia Belle (B.).....	Randolph	Missouri
Harriman, Leslie Moore (A.).....	Cooper	Missouri
Headen, Edgar V. (A.).....	Miami	Kansas
Holmes, Elizabeth (B.).....	Fremont	Colorado
Jaenecke, Howard (B.).....	Pike	Missouri
Jones, Maud (B.).....	Saline	Missouri
Kincheloe, J. E. (B.).....	Scotland	Missouri
Lamkin, Virginia Kate (B.).....	Saline	Missouri
Lewis, William W. (B.).....	Saline	Missouri
Marshall, Thos. F. (B.).....	Cooper	Missouri
McCammon, W. A. (A.).....	Gentry	Missouri
Mitchell, Callie B.....	Saline	Missouri
Nuckles, R. H. (A.).....	Saline	Missouri
Prigmore, Joseph Dyre (B.).....	Jasper	Missouri
Rice, Bernard Lea (B.).....	Mesa	Colorado
Russell, Wm. L. (B.).....	Johnson	Missouri
Sherman, Richard E. (A.).....	Saline	Missouri
Stephens, Letha (B.)	Macon	Missouri
Ward, Ellen	Saline	Missouri
Woodsmall, Warren O. (B.).....	Saline	Missouri
Zeigel, Anthony F. (A.).....	Cooper	Missouri
Zeigel, Wm. Henry (A.).....	Cooper	Missouri

MIDDLELERS AND JUNIORS.

Name.	County.	State.
Adams, Ernest.....	Saline	Missouri
Bacon, Chas. B.....	Saline	Missouri
Bailey, James.....	Saline	Missouri
Barnett, Schuyler.....	Saline	Missouri
Bennett, Cora.....	Saline	Missouri
Bennett, Florence.....	Saline	Missouri
Bishop, Wm. Thomas.....	Saline	Missouri
Black, Mary C.....	Saline	Missouri
Blackburn, Henry F.....	Saline	Missouri
Bone, William Lawrence.....	Moultrie	Illinois
Brown, Fletcher.....	Saline	Missouri
Browne, John R.....	Saline	Missouri
Campbell, Ida May.....	Randolph	Missouri
Christy, Gilbert.....	Lafayette	Missouri
Clarkson, Elizabeth.....	Saline	Missouri
Clemmens, Albert.....	Saline	Missouri
Cordry, Myrtle.....	Cooper	Missouri
Crockett, George R.....	Saline	Missouri
Cunningham, W. C.....	Cherokee Nation..	Indian Ter.
Dill, Mabel.....	Saline	Missouri
Dolan, Maud.....	Cass	Missouri
Dunn, James Earl.....	Henry	Missouri
Elmore, Walter.....	Pike	Missouri
Fite, Edward Sherman	Saline	Missouri
Fletcher, D. E.....	Macon	Missouri
Frazier, Leland.....	Randolph	Missouri
Frazier, Wm. Lawrence.....	Randolph	Missouri
Gibson, Florence.....	Jackson	Missouri
Glenns, Edith.....	Saline	Missouri
Gower, Lellan J.....	Saline	Missouri
Gross, Oresta A.....	Randolph	Missouri
Gwynn, Hugh.....	Monroe	Missouri
Gray, Robert Quincey.....	Moniteau	Missouri
Hall, Arthur L.....	Wakagama	Japan
Hall, Annie Nisbet.....	Lettsu	Japan
Hancock, W. D.....	Saline	Missouri
Harkey, Lula.....	Dunklin	Missouri

Name.	County.	State.
Hayes, Martin.....	Saline	Missouri
Hitt, Stella E.....	Ray	Missouri
Hupp, Nora Edith.....	Saline	Missouri
Hupp, Wilker B.....	Saline	Missouri
Hutchins, Stella.....	Saline	Missouri
Jacobs, Galen B.....	Ray	Missouri
Johnston, Rose.....	Macon	Missouri
Jones, Harry L.....	Pike	Missouri
Jones, Lotta Carolyn.....	Pike	Missouri
Jones, Edna.....	Pike	Missouri
King, Allie.....	Lafayette	Missouri
Laidley, Walter C.....	Saline	Missouri
Laird, Janet.....	Saline	Missouri
Lamar, Fransine	Cass	Missouri
Leonard, Dora.....	Saline	Missouri
Love, Maud.....	Saline	Missouri
Ludwig, Clara Regina.....	Saline	Missouri
Lusk, James F.....	Cooper	Missouri
McConnell, Sadie.....	Saline	Missouri
McCray, O. D.....	Saline	Missouri
McGinnis, John.....	Saline	Missouri
McKinney, Ida Pearl.....	Randolph	Missouri
McRoberts, A. J.....	Saline	Missouri
Mays, James W.....	Buchanan	Missouri
Mason, Nelle D.....	Saline	Missouri
Mitchell, Dora Alice.....	Saline	Missouri
Murray, Earl.....	Buchanan	Missouri
Murray, Edith.....	Buchanan	Missouri
Murray, Grace.....	Buchanan	Missouri
Nave, Annie B.....	Saline	Missouri
Nave, Katherine.....	Saline	Missouri
Neff, Nadine.....	Saline	Missouri
Neff, Jesse B.....	Saline	Missouri
Norman, Earl J.....	Lafayette	Missouri
Pile, Frank.....	Scotland	Missouri
Powers, Herbert C.....	Buchanan	Missouri
Prather, Ernest H.....	Saline	Missouri

Name.	County.	State.
Quigley, Glenn.....	Saline	Missouri
Rea, Martha Elizabeth.....	Saline	Missouri
Reagan, M. F.....	Charlton	Missouri
Rhodes, A. L.....	Moultrie	Illinois
Ridings, George V.....	Randolph	Missouri
Robinson, Nellie G.....	Johnson	Kansas
Robuck, Charles B.....	Logan	Colorado
Sandidge, Sallie B.....	Saline	Missouri
Scanland, Grace.....	Montgomery	Missouri
Shaull, Lizzie R.....	Saline	Missouri
Siler, Alma M.....	Saline	Missouri
Smith, Charles D.....	Atchison	Missouri
Smith, Wade H.....	Saline	Missouri
Spencer, Mary Rubey.....	Saline	Missouri
Stephens, Harvey Bunce.....	Cooper	Missouri
Steele, Charles D.....	Saline	Missouri
Steele, James N.....	Bates	Missouri
Talbot, Walter T.....	Saline	Missouri
Taylor, Ettie.....	Saline	Missouri
Thomas, Charles Lester.....	Saline	Missouri
Thompson, Caroline.....	Cooper	Missouri
Thorp, Lonnie K.....	Saline	Missouri
Umbarger, Tucker.....	Saline	Missouri
Van Hoozer, Maude.....	Harrison	Missouri
Van Stone, Pearl.....	Saline	Missouri
Ward, Robert.....	Saline	Missouri
Watkins, Una B.....	Henry	Missouri
West, Jas. G.....	Johnson	Missouri
Wester, Howard.....	Butler	Missouri
Wheeler, Mary Virginia.....	Saline	Missouri
Withers, James A.....	Linn	Missouri
Wood, Norten E.....	Saline	Missouri
Woodbridge, Jaleel H.....	Saline	Missouri
Woodson, Janie	Saline	Missouri
Woodson, Mollie.....	Saline	Missouri
Yancey, Logan.....	Howard	Missouri
Zimmerman, Edward H.....	Saline	Missouri
Zimmerman, Lizzie.....	Saline	Missouri

MUSIC.

SEMINARY COURSE.

VOCAL CULTURE AND SINGING.

GRADE *II.

Name.	County.	State.
Adams, Cora (Sop. B.).....	Saline	Missouri

GRADE I.

Name.	County.	State.
Jones, Charlotte C. (M. Sop., B.)...	Pike	Missouri
Magee, Lela (Cont., B.).....	Macon	Missouri
McMahan, Sophie (Sop., A.).....	Saline	Missouri
Shepherd, Mrs. R. L. (Sop. B.).....	Macon	Missouri

PREPARATORY.

Name.	County.	State.
Black, Mary (Sop.).....	Saline	Missouri
Brigham, F. H. (Ten.).....	Barre	Massachusetts
King, Allie (Cont.).....	Lafayette	Missouri
Perry, A. E. (Ten.).....	Otoe	Nebraska
Rice, Bernard (Ten.).....	Mesa	Colorado
Thorp, Myrtle (Sop.).....	Saline	Missouri

SPECIAL.

Name.	County.	State.
Baird, Alta.....	Adair	Missouri

COLLEGE COURSE.

PIANO.

FRESHMAN.

Name.	County.	State.
Clemmens, Luvenia.....	Saline	Missouri

Note.—Each grade is divided into three parts, A, B and C; A being the lowest and C the highest.

SEMINARY COURSE.

GRADE III.

Name.	County.	State.
Althouse, May (B.).....	Saline	Missouri
Emison, Cora (B.).....	Saline	Missouri
Grimes, Juanita (C.).....	Saline	Missouri
Jones, Charlottle C. (C.).....	Pike	Missouri
Magee, Lela (A.).....	Macon	Missouri
Penick, Mrs. J. M. (A.).....	Saline	Missouri
Siler, Alma (B.).....	Saline	Missouri
Woods, Helen (C.).....	Centre	Pennsylvania

GRADE II.

Name.	County.	State.
Black, Mary (A.).....	Saline	Missouri
Clemens, Lizzie	Saline	Missouri
Gordon, Wm. C. (B.).....	Saline	Missouri
Hail, Annie (A.).....	Letsu	Japan
Hughes, Mary (C.).....	Pettis	Missouri
Jones, Edna (A.).....	Pike	Missouri
Mitchell, Edith (B.).....	Saline	Missouri
Page, Lillie (B.).....	Saline	Missouri
Stuart, Bessie (A.).....	Saline	Missouri
Woodbridge, Louie (B.).....	Saline	Missouri
Woodbridge, Virgie (B.).....	Saline	Missouri

GRADE I.

Name.	County.	State.
Barnett, Schuyler S. (B.).....	Saline	Missouri
Campbell, Ida (B.).....	Randolph	Missouri
Cordry, Myrtle (B.).....	Cooper	Missouri
Fuhrman, Liza (A.).....	Saline	Missouri
Garst, Josie (C.).....	Saline	Missouri
Hail, Arthur (A.).....	Wakayama	Japan

Name.	County.	State.
Irvine, S. Pearla (C.).....	Christian	Illinois
Laird, Janet (C.).....	Saline	Missouri
Mitchell, Callie (A.).....	Saline	Missouri
Rea, Mattie (B.).....	Saline	Missouri
Robinson, Nellie (B.).....	Miami	Kansas
Shaul, Lizzie (A.).....	Saline	Missouri
Stephens, Letha (C.).....	Macon	Missouri
Van Hoozer C. Maude (A.).....	Harrison	Missouri
Watkins, Una (A.).....	Henry	Missouri
Wheeler, Virginia (A.).....	Saline	Missouri

PREPARATORY.

Name.	County.	State.
Black, Sarah.....	Saline	Missouri
Dalton, Minnie.....	Saline	Missouri
Fulkerson, Lois.....	Saline	Missouri

VIOLIN.

Name.	County.	State.
Althouse, Denny.....	Saline	Missouri
Irvine, S. Pearla.....	Christian	Illinois
Jones, Edna.....	Pike	Missouri

HARMONY AND COMPOSITION.

Name.	County.	State.
Emison, Cora.....	Saline	Missouri
Grimes, Juanita.....	Saline	Missouri
Hughes, Mary.....	Pettis	Missouri
Jones, Charlottie C.....	Pike	Missouri
Magee, Lela.....	Macon	Missouri
Siler, Alma.....	Saline	Missouri
Stephens, Letha.....	Macon	Missouri
Woods, Helen.....	Centre	Pennsylvania

CHORAL CLASS.

Name.	County.	State.
Adams, Cora.....	Saline	Missouri
Doran, J. H.....	Coles	Illinois
Leach, Mrs. E. S.....	Saline	Missouri
Mack, Geo. H.....	Hamilton	Tennessee
Mahard, John L.....	Saline	Missouri
Magee, Lela.....	Macon	Missouri
Penick, Mrs. J. M.....	Saline	Missouri
Shepherd, Mrs. R. L.....	Macon	Missouri
Shepherd, R. L.....	Macon	Missouri
Ward, Ellyne.....	Saline	Missouri

GRADUATES IN MUSIC.

SEMINARY COURSE.

PIANO.

Name.	County.	State.
Bishop, Alice Gertrude, '92.....	Saline	Missouri
Cordell, Alice, '92.....	Saline	Missouri
Crockett, Ermie, '96.....	Saline	Missouri
Hightshoe, Mabel, '93.....	Saline	Missouri
Lail, Ida, '96.....	Saline	Missouri
Martin, Georgie, '96.....	Macon	Missouri
McNeely, Bertha, '92.....	Saline	Missouri
McNeely, Blanche, '92.....	Saline	Missouri
Page, Mary B., '92.....	Saline	Missouri
Rea, Virginia, '92.....	Saline	Missouri
Taylor, Fannie, '93.....	Saline	Missouri

VOICE.

Name.	County.	State.
Baird, Alta, '96.....	Adair	Missouri
LaMotte, Gertrude, '92.....	Saline	Missouri
Martin, Minnie, '92.....	Saline	Missouri
McNeely, Blanche, '96.....	Saline	Missouri
Slaughter, Alice, '94.....	Chariton	Missouri

DRAWING.

Name.	County.	State.
Adams, Ernest.....	Saline	Missouri
Christy, Gilbert J.....	Lafayette	Missouri
Clark, Mary.....	Saline	Missouri
Davis, Wayne.....	Green	Illinois
Denny, Lou.....	Howard	Missouri
Dobyns, Nell.....	Lafayette	Missouri
Hail, Arthur.....	Lattsu	Japan
Harriman, Leslie.....	Cooper	Missouri
Hupp, Edith.....	Saline	Missouri
Hupp, Wilbur.....	Saline	Missouri
Johnston, Rosa.....	Macon	Missouri
Jones, Lottie.....	Pike	Missouri
Lewis, William W.....	Saline	Missouri
Kincheloe, J E.....	Scotland	Missouri
Mason, Nell.....	Saline	Missouri
Mays, Jas. W.....	Buchanan	Missouri
Mitchell, Edith.....	Saline	Missouri
Powers, H. C.....	Buchanan	Missouri
Rice, Bernard L.....	Mesa	Colorado
Robuck, Chas. B.....	Logan	Colorado
Vanstone, Pearl.....	Saline	Missouri
Withers, James A.....	Linn	Missouri
Ward, Robt.....	Saline	Missouri
Woodson, Mollie.....	Saline	Missouri
Zimmerman, Ed.....	Saline	Missouri
Zimmerman, Lizzie.....	Saline	Missouri

SPECIAL.

Name.	County.	State.
Berryman, Mrs.....	Saline	Missouri
Denny, Lou.....	Howard	Missouri
Hunter, Mrs. S. T.....	Saline	Missouri
Hunter, Mrs. T. W.....	Saline	Missouri
Hupp, Edith.....	Saline	Missouri
Lamar, Fransine	Cass	Missouri
Latimer, Mrs. Chas.....	Saline	Missouri

Name.	County.	State.
Ludwig, Clara.....	Saline	Missouri
McRoberts, Grace.....	Saline	Missouri
Morrow, Mrs.....	Saline	Missouri
Neff, Nadine.....	Saline	Missouri
Parrish, Pet.....	Saline	Missouri
Truxall, Mrs.....	Pettis	Missouri
Tucker, Minnie.....	Saline	Missouri
Walker, Nannie.....	Saline	Missouri

ALUMNI ASSOCIATIONS.

THE COLLEGE.

Name.	County.	State.
Allen, Eli Nelson (C.) '92.....	Cedar	Missouri
Althouse, George H. (C.) '95.....	Saline	Missouri
Baity, George Perry (C.) '91.....	Macon	Missouri
Bacon, John T. (Ph.) '96.....	Saline	Missouri
Barnett, Peyton (C.) '96.....	Jackson	Missouri
Caldwell, May (E.) '90.....	Pike	Missouri
Campbell, Suzy (E.) '96.....	Saline	Missouri
Craven, James K. (C.) '92.....	Randolph	Missouri
Dabbs, John Frederick (C.) '91.....	Johnson	Missouri
Davis, George N. (C.) '96.....	Saline	Missouri
Divinia, Samuel T. (C.) '96.....	Buchanan	Missouri
Dysart, Wm. J. (C.) '96.....	Saline	Missouri
Edwards, Andrew (C.) '96.....	Saline	Missouri
Fleeger, A. B. (C.) '96.....	Moniteau	Missouri
Grove, Philetus A. (E.) '94.....	Collin	Texas
Lower, R. S. (E.) '96.....	Pettis	Missouri
McNeely, Bessie (Ph.) '96.....	Saline	Missouri
Mullendore, George Decatur (E.) '91.....	Platte	Missouri
Olson, Stella (C.) '95.....	Saline	Missouri
Perry, William F. (C.) '92.....	Atchison	Missouri
Pile, Anna M. (E.) '93.....	Scotland	Missouri
Roberts, John M. (C.) '94.....	Saline	Missouri
Slaughter, Sarah Alice (E.) '93.....	Chariton	Missouri
Sparks, Bettie (E.) '96.....	Saline	Missouri

Name.	County.	State.
Steele, Ava D. (C.) '96.....	Saline	Missouri
Tickemyre, Lula A. (E.) '96.....	Saline	Missouri
Thorp, Anna Myrtle (C.) '95.....	Howard	Missouri
Vance, Rufus Adair (C.) '93.....	Saline	Missouri
Walker, Willie (C.) '95.....	Saline	Missouri
Walmsley, Emma (E.) '92.....	Saline	Missouri
Whitwell, E. O. (Eng.) '95.....	Howell	Missouri
Williams, Reuben A. (E.) '92.....	Scotland	Missouri
Worley, John Cobb (C.) '94.....	LaFayette	Missouri

THE ACADEMY.

Name.	County.	State.
Alison, Daisy, '92.....	Miami	Kansas
Alison, Durward B., '92.....	Miami	Kansas
Althouse, George H., '92.....	Saline	Missouri
Althouse, Denny, '96.....	Saline	Missouri
Bacon, John T., '92.....	Saline	Missouri
Baird, Alta M., '96.....	Adair	Missouri
Baker, Ezra Flavius, '93.....	Finney	Kansas
Barnett, Peyton, '93.....	Jackson	Missouri
Bowman, Mary, '95.....	Saline	Missouri
Bryan, Finis E., '95.....	Monroe	Missouri
Buchanan, Ratie, '96.....	Randolph	Missouri
Burke, Ollie Reed, '95.....	Saline	Missouri
Campbell, Mary Belle, '95.....	Saline	Missouri
Carson, Madura, '92.....	Saline	Missouri
Clemmens, Lizzie, '94.....	Saline	Missouri
Clemmens, Delia C., '96.....	Saline	Missouri
Coats, Leroy J., '96.....	Wichita	Kansas
Conrad, Henry S., '94.....	Chariton	Missouri
Cox, Clay Lewis, '95.....	St. Clair	Missouri
Crockett, Ermie L., '94.....	Saline	Missouri
Davis, George Newton, '92.....	Saline	Missouri
Denny, Emily May, '95.....	Howard	Missouri
Delzell, Daisy, '95.....	Logan	Colorado
Divinia, Samuel T., '92.....	Buchanan	Missouri
Doran, J. H., '93.....	Coles	Illinois

Name.	County.	State.
Downs, Eva L., '96.....	Saline	Missouri
Drane, James Erasmus, '92.....	Saline	Missouri
Dunn, Alice F., '96.....	Saline	Missouri
Dysart, William J., '93.....	Saline	Missouri
Elliott, Annie E., '96.....	Holden	Missouri
Fray, Mary, '94.....	Saline	Missouri
Fry, Carrie, '92.....	Saline	Missouri
Galloway, Clyde A., '96.....	Maury	Tennessee
Garst, John B., '92.....	Atchison	Missouri
Garst, Josie, '95.....	Saline	Missouri
Garst, Effie, '96.....	Atchison	Missouri
Glick, Joseph M., '93.....	Andrew	Missouri
Good, John M., '93.....	Atchison	Missouri
Graham, Flora, '94.....	Johnson	Missouri
Grove, Philetus A., '93.....	Collin	Texas
Guthrie, Churchill, '92.....	Saline	Missouri
Guthrie, Robert Allen, '95.....	Macon	Missouri
Hail, William J., '95.....	Lettsu	Japan
Hall, Tillie F., '96.....	Daviess	Indiana
Hood, Joseph T., '92.....	Cooper	Missouri
Hopkins, Jennie M., '93.....	Saline	Missouri
Huff, Virgil V., '94.....	Saline	Missouri
Hunt, Thomas Newton, '96.....	Moultrie	Illinois
Hurt, William Henry, '92.....	Saline	Missouri
James, Albert R., '93.....	Saline	Missouri
James, Luther S., '96.....	Saline	Missouri
Jenkins, George F., '94.....	Saline	Missouri
Johnston, A. D., '95.....	Macon	Missouri
Jones, John A., '93.....	Saline	Missouri
Jones, Harry L., '96.....	Saline	Missouri
Jones, W. W., '96.....	Otoe	Nebraska
Kahl, C. W., '96.....	Merced	California
Kirkpatrick, John, '93.....	Saline	Missouri
Knight, Margaret C., '92.....	Pike	Missouri

Name.	County.	State.
Kraemer, Herman, '93.....	Moniteau	Missouri
LaMotte, George A., '95.....	Howard	Missouri
Lawless, Charles L., '96.....	Saline	Missouri
Leinbach, Samuel U., '93.....	Jackson	Missouri
Lewis, Kate, '94.....	Saline	Missouri
Long, Anna Dora, '96.....	Saline	Missouri
Lowe, Wm. Walton, '96.....	Gentry	Missouri
Lower, Richard S., '94.....	Pettis	Missouri
McAlister, Lena, '92.....	Pike	Missouri
Mack, George H., '94.....	Hamilton	Tennessee
McNeely, Wm. D., '95.....	Saline	Missouri
McRoberts, Ernest, '95.....	Saline	Missouri
McDowell, H. M., '95.....	Saline	Missouri
Mitchell, Henry, '94.....	Saline	Missouri
Mitchell, William N., '92.....	Saline	Missouri
Mitchell, Maggie, '96.....	Saline	Missouri
Mitchell, Emmett, '96.....	Saline	Missouri
Montgomery, Albert, '94.....	Barry	Missouri
Montgomery, Finis, '95.....	Barry	Missouri
Olson, Stella, '92.....	Saline	Missouri
Olson, Wm. L., '95.....	Saline	Missouri
Orear, Elizabeth, '96.....	Saline	Missouri
Page, Pattie Sims, '92.....	Saline	Missouri
Perry, Arthur E., '95.....	Otoe	Nebraska
Reed, William P., '95.....	Pike	Missouri
Roberts, James L., '93.....	Saline	Missouri
Russell, Oury O., '94.....	Nodaway	Missouri
Scrutchfield, Mabel, '95.....	Macon	Missouri
Shorb, Mary, '95.....	Saline	Missouri
Shorb, Addie A., '96.....	Saline	Missouri
Shorb, Cora Ellen, '94.....	Saline	Missouri
Shepherd, Robert L., '94.....	Macon	Missouri
Smith, Walter R., '95.....	Clay	Missouri
Sparks, Bettie, '94.....	Saline	Missouri
Sparks, Jessie, '95.....	Saline	Missouri
Steele, Avarilla D., '93.....	Saline	Missouri
Steele, Edna, '95.....	Saline	Missouri
Stuart, Willie May, '93.....	Saline	Missouri
Sullivan, Amos N., '92.....	Saline	Missouri

Name.	County.	State.
Surface, E. B., '95.....	Barber	Kansas
Terrell, Sarah J., '93.....	Saline	Missouri
Tickemyre, Lulu, '94.....	Saline	Missouri
Thorp, Lillian, '94.....	LaFayette	Missouri
Thompson, William J., '92.....	Linn	Missouri
Thorp, Anna Myrtle, '92.....	Howard	Missouri
Van Stone, Ida E., '96.....	Saline	Missouri
Voigts, E. E., '95.....	Wyandotte	Kansas
Walker, Willie, '92.....	Saline	Missouri
Ward, Jno. A., '95.....	Johnson	Missouri
Wells, Mary L., '96.....	Cooper	Missouri
Whitwell, Egbert O., '93.....	Howell	Missouri
Whitehead, Chas., '94.....	Macon	Missouri
Wilson, Chas. J., '94.....	Buchanan	Missouri
Yancey, Rozzie, '94.....	Howard	Missouri
Young, John, '93.....	Saline	Missouri
Young, Allan, '93.....	Saline	Missouri
Zimmerman, William F., '92.....	Saline	Missouri

GRADUATES IN MUSIC.

SEMINARY PIANO COURSE.

Name.	County.	State.
Bishop, Alice Gertrude.....	Saline	Missouri
Cordell, Alice, '92.....	Saline	Missouri
Crockett, Ermie '96.....	Saline	Missouri
Hightshoe, Mabel, '93.....	Saline	Missouri
Lail, Ida, '96.....	Saline	Missouri
McNeely, Bertha, '92.....	Saline	Missouri
McNeely, Blanche, '92.....	Saline	Missouri
Martin, Georgie, '96.....	Macon	Missouri
Page, Mary B., '92.....	Saline	Missouri
Rea, Virginia, '92.....	Saline	Missouri
Taylor, Fannie, '93.....	Saline	Missouri
Baird, Alta, '96.....	Adair	Missouri
McNeely, Blanche, '96.....	Saline	Missouri
Martin, Minnie, '92.....	Saline	Missouri
LaMotte, Gertrude, '92.....	Saline	Missouri
Slaughter, Alice, '94.....	Charlton	Missouri

SUMMARY.

	1895-'96.	1896-'97.
THE COLLEGE:		
Seniors	13	20
Juniors.....	9	8
Sophomores	14	10
Freshmen.....	22	14
Specials.....	6	4
Irregular	41	38
Total	105	94
THE ACADEMY:		
Seniors	30	27
Middlers }	152	114
Juniors }		
Total	182	141
THE SCHOOL OF MUSIC:—<i>Vocal</i>—		
Special	18	12
Harmony.....	4	8
Choral Class	14	10
<i>Instrumental</i>—		
Piano	39	38
Violin	5	3
Guitar	2	...
Pipe Organ .....	...	...
Total	82	71

	1895-'96.	1896 '97.
THE SCHOOL OF ART:		
Special	12	15
Drawing	42	26
Total	54	41
Total in Schools	497	346
Candidates for Ministry	40	36
Candidates for Missions.....	4	3
Male Students	143	128
Female Students.....	132	104
Male Students in College	67	63
Female Students in College.....	38	31
Male Students in Academy..	89	80
Female Students in Academy	84	61
Male Students in Music	62	11
Female Students in Music	94	59
Male Students in Art.....	21	14
Female Students in Art	33	27
Total in all Schools.....	497	346
Counted more than once.....	222	114
NET ATTENDANCE	275	232

DEPARTMENT OF INSTRUCTION.	ACADEMY.						COLLEGE.											
	No. of Courses.	Hours per Week.	Whole No. in All Courses.			No. of Different Students in Each Department.			Per cent of all Work.	No. of Courses.	Hours per Week.	Whole No. in All Courses.			No. of Different Students in Each Department.			Per cent of all Work.
			Male.	Female.	Total.	Male.	Female.	Total.				Male.	Female.	Total.				
Bible.....	6	6	164	130	294	75	60	135	7.7	12	14	132	40	172	52	14	66	9.4
English.....	7	23	101	80	181	58	46	104	16.4	8	16	82	38	120	30	10	40	11.5
Philosophy.....										9	10	39	8	47	18	5	23	8.7
Sociology										2	4	12	2	14	12	2	14	1.5
History.....	4	13	62	39	101	45	31	76	8.8	4	8	31	8	39	20	6	26	4.7
Elocution	2	8	25	35	60	25	35	60	6.3	4	6	38	29	67	21	32	53	4.7
Latin.....	6	25	109	83	192	64	48	112	21.8	5	11	48	13	61	34	8	42	7.5
Greek.....	4	17	58	8	66	31	5	36	8.3	9	17	57	19	76	17	5	22	5.9
French.....										5	9	18	11	29	14	9	23	4.8
German										5	9	33	12	45	18	6	24	7.7
Natural History	3	9	39	21	60	30	16	46	4.6	5	17	33	15	48	26	12	38	8.3
Chemistry and Physics	2	8	31	11	42	22	10	32	4.5	5	20	40	11	51	27	11	38	13.9
Mathematics.....	6	24	108	86	194	60	32	92	20.3	5	17	42	19	61	24	14	38	11.4
Drawing	1	2	15	11	26	15	11	26	1.3									

TABULAR STATEMENT OF REQUIRED COURSES.

DEPARTMENT.	BACHELOR OF ARTS.		BACHELOR OF PHILOSOPHY.	
	COURSES.	HRS.	COURSES.	HRS.
Bible	I, II, III, IV, VII, VIII, IX, X	8	I, II, V, VI, VII, VIII, IX, X	8
English	I, II, III, VI, VII	10	I, II, III, VI, VII	10
Philosophy	I, II, V, VI	8	I, II, VI, VII	8
Sociology .....	.....	.....	.....	.....
History	I, II	4	I, II .....	.....
Elocution	I, II	4	I, II	4
Latin	I, II, VII	7	I, II, VII	7
Greek	I, II, VII	7	.....	.....
French .....	.....	.....	I, II, III, IV, V	9
German .....	.....	.....	I, II, III, IV, V	9
Natural History	I, II, V	7	I, II, V	7
Chemistry and Physics	I	5	I	5
Mathematics	I, III, IV	10	I, III, IV	10
Total .....	.....	70	.....	81

TABLE OF SYNCHRONOUS COURSES OF STUDY. (Classical.)

DEPARTMENTS.	FRESHMAN.				SOPHOMORE.				JUNIOR.				SENIOR.			
	1ST. SEM.		2ND. SEM.		1ST. SEM.		2ND. SEM.		1ST. SEM.		2ND. SEM.		1ST. SEM.		2ND. SEM.	
	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.
Latin	I ₁		II ₁		III ₁	V ₁	IV ₁	VI ₁	VII ₁		VIII ₁		IX ₁	XI ₂	X ₁	XII ₂
English	I ₂		II ₂	IX ₂ or X ₂	III ₂	V ₂	VI ₂	IV ₂	VII ₂		VIII ₂					
Philosophy													I } II } ₄		V } VI } ₂	III } IV } ₄
Biological																III ₂
History										I ₂		II ₂				III ₂
Education														III ₂		IV ₂
Latin in	I ₃		II ₃		VII ₁	III ₂		IV ₂	I ₂	III ₁	II ₂	IV ₁				
Greek	I ₃		II ₃		VII ₁	III ₂		IV ₂		V ₂		VI ₂				
French						I } II } ₄	III } IV } ₄ V ₁			V ₂		VI ₂				
German																
Latin History										I } II } ₄		III } IV } ₄ VI ₁				
Science and Physics	I ₅			II ₅	I ₂ 1/4		II ₂ 1/2			III ₃ VII ₂		IV ₃ VI ₃			V ₂	V ₄
Mathematics	I ₄			II ₄	III ₃	III ₂	IV ₃			VI ₄		VII ₄	IV ₄			VII ₃
Music		I ₁		II ₁						V ₃	I	VI ₃				

N. B.—The Roman numerals indicate the number of the course as outlined on pages 75 to 80.
The subscript Arabic numerals indicate the number of weekly recitations.

SCHEDULE OF RECITATIONS.

FIRST SEMESTER, 1897.

	Dr. Black.	Dr. McGlumphy.	Prof. McGinnis.	Prof. Grube.	Prof. Penick.	Miss Orr.	Prof. Gallo-way.	Prof. Peters.	Miss Thorp.
8:00	Bible. (1), T; (1), W. (IV), Th. (3), F; (II), S.	(1) Arith. W. Th. F. S.	(IV) Psychol. T. W. F. S. (IV) Logic.	(2) Caesar. T. W. Th. S. (II) New Test.	(II) Miner- alogy. W. F.	(III) Ad. Elocu. W. F.	(II) Biology. T. Th. [S.]	(1) Rhet. Style. T. Th.	(3) Cicero. T. Th. S.
9:00	Bible. (III) T.	(II) Univ. Alg. T. Th. S.	(1) First Latin. Daily.	(2) First Greek Daily.	(IV) Mechan- ics. T. W. F. S.	Bible Read- ings. T. (3) U. S. Hist. W. Th. F. S. (2) Anc. His. T. Th. S. (II) Hist. Eng. W. F.	(1) Grammar. W. F. (1) Eng. Comp. T. Th. S.	(1) Livy. T. Th. S.	
10:00	Bible. (2) W.	(III) Anal. Geom. T. Th. S.	(II) Terence. T. Th. (II) Lat. Lit. S.	(I) Herodotus T. Th. S. (III) Aeschyl- lus. W. F.	(I) El. Science. T. Th. S.	(III) Shakes- peare. S.	(1) Applied Geography. T. Th. S.	(3) Eng. Lit. Daily.	(1) First Latin. Daily.
11:00	(IV) Hebrew. W. F.	(1) Trigonom. T. W. Th. F.		(II) Demos. W. F.			(3) Physiology. T. W. Th. F.	(2) El. Rhet. W. T. F. S.	(III) Tusc. Disp. W. F.
12:00									
2:00		(2) Algebra. Daily.		(3) Memorabil. Daily.	(1) Chemistry. Daily.	(IV) Const. Hist. T. F.	(III) Zoology. T. [W.] F.	(II) Anglo-Sax T. F. (II) Philol. W. S.	
3:00	Prof. Place. (1) Voc. Cult. W.	(3) Geometry. Daily.	(II) German. Daily.		Laboratory. Daily.	(2) El. Eloc Daily.	(III) Sociology T. F. Zool. Lab. [W.]	Shak's and Milton. W. S.	(II) French. Daily.
4:00						German Hist. Daily.			

*The Arabic numerals 1, 2, 3 indicate courses in the Junior, Middle and Senior Academy, respectively.

**The Roman numerals I, II, III, IV are placed with the prescribed and elective courses of the appropriate college classes, commencing with the Freshman.

The letters indicate the days of the week in which the recitation occurs.

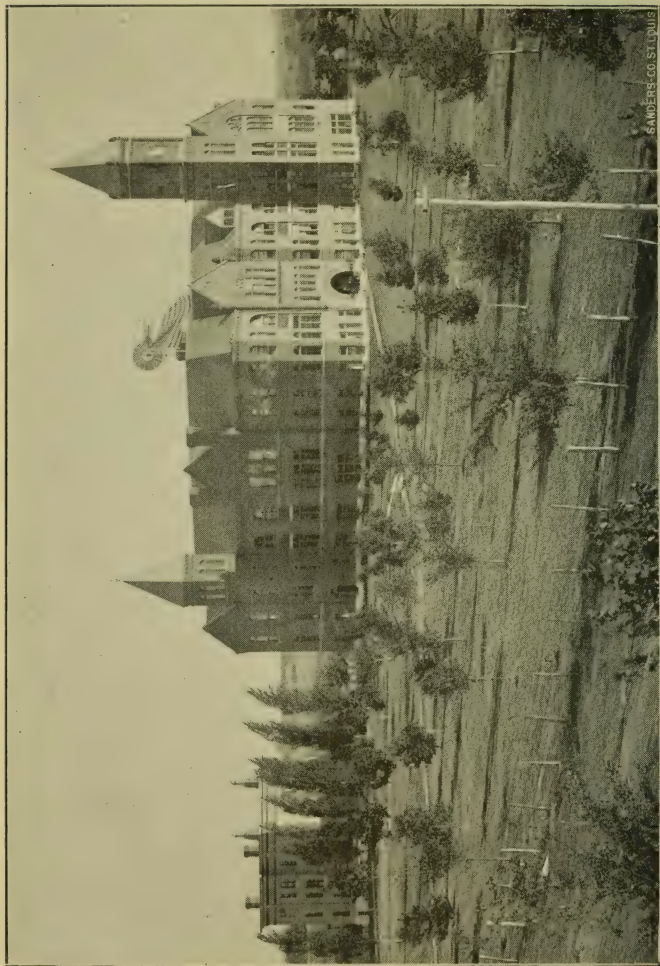
SCHEDULE OF RECITATIONS.

SECOND SEMESTER, 1898.

	Dr. Black.	Dr. McGlumphy.	Prof. McGinniss.	Prof. Grube.	Prof. Penick.	Miss Orr.	Prof. Gallo- way.	Prof. Peters.	Miss Thorp.
8:00	Bible. (I), T; (I), W. (IV) Th. (3), F; (II), S.	(I) Arith. W. Th. F. S.	(IV) } Metaphys & Phil. Relig. T. W. F. S. (II) Germ. Lit. Th.	(2) Caesar. T. W. Th. S.		(III) Ad. Elocu. W. F. F. (IV) Hist. Civil. T. S.	(II) Biology. T. Th. [S.]	(I) Rhet. Invt. T. Th.	(3) Virgil. T. W. Th. S. (II) Fr. Lit. F.
9:00	Bible. (III), T.	(II) Univ. Alg. T. Th. S.	(I) Horace. T. Th. S.	(2) Anabasis. Daily.	(3) El. Physics. Daily.	(II) Hist. Eng. W. F. Bible Reading. T.	(3) Physiogra- phy. W. F.	Grammar. W. F. (1) Composi- tion. T. Th. S.	(1) First Latin. Daily.
10:00	Bible. (2), W.	(III) Calculus.	(1) First Latin.	(I) Phaedo. T. S. (II) Sophocles. W. F.	(IV) Ad. Phys- ics. T. W. F. S.	(2) Med. & Mod. Hist. T. Th. S.	(III) Geology. T. Th. S. (III) Pol. Econ. W. F.	(2) Eng. Lit. Daily.	
11:00	(IV) Hebrew. W. F.	(3) Geometry. T. W. Th. F.	(IV) Ethics and Aesthetics. W. F.	(III) Arist. W. F. (II) Gr'k Lit. T. (II) New Test. Th.	(I) Surveying. T. W. Th. F.	(III) Shakes- peare, S.	(III) Botany. T. Th. [S.]	(I) Eng. Fic- tion. W. F.	(II) Tacitus. W. F.
12:00									
2:00		(2) Algebra.		(3) Homer. T. W. F.	(I) Organ. Chem. Daily.	(2) El. Elocu. T. S.	(IV) Comp. Phys. W. F.	(II) Anglo-Sax T. F. (II) Philol. W. S.	
3:00	(3) Drawing. W. F.	(IV) Astron'y. T. W. F.	(II) German. Daily.		Laboratory. Daily.	(3) Civil Gov't. T. W. F.		Brown'g and Tenny'n. T. F.	(II) French. Daily.
4:00			Mythology Daily.						

CALENDAR 1897-98.

- May 28, 1897—Academic Graduating Exercises.
May 29, 1897—Elocutionary Recital.
May 30, 1897—Baccalaureate Sermon.
May 31, 1897—Annual Reception of the Alumni.
June 1, 1897—Classical Concert by the School of Music.
June 2, 1897—Annual Exhibition by the School of Art.
June 2, 1897—Lecture to the Literary Societies.
June 3, 1897—COMMENCEMENT.
September 7, 1897—Entrance to Examinations.
September 8, 1897—First Semester begins.
September 8, 1897—Class Organization.
September 9, 1897—Recitations Begin.
Nov'ber 25, 1897—Thanksgiving Day.
December 6, 1897—First Recital by the School of Music.
Decemb'r 24, 1897—Christmas Vacation Begins.
January 3, 1898—Holidays End. Recitations Resumed.
January 12, 1898—First Semester Ends.
January 13, 1898—Second Semester Begins.
January 26, 1898—Day of Prayer for Colleges.
February 22, 1898—Washington's Birthday.
March 7, 1898—Second Recital by the School of Music.
May 27, 1898—Academic Graduating Exercises.
May 28, 1898—Elocutionary Recital.
May 29, 1898—Baccalaureate Sermon.
May 30, 1898—Annual Reception of the Alumni.
May 31, 1898—Classical Concert by the School of Music.
June 1, 1898—Annual Exhibition by the School of Art.
June 1, 1898—Lecture to the Literary Societies.
June 2, 1898—COMMENCEMENT.
September 7, 1898—Entrance Examinations.
September 8, 1898—First Semester Begins.



SANDERS CO. ST. LOUIS

GENERAL VIEW OF CAMPUS, COLLEGE AND DORMITORY.

NINTH

ANNUAL CATALOG

MISSOURI VALLEY
COLLEGE

MARSHALL, MISSOURI

1897-98

PREFACE.

Missouri Valley College was founded for the purpose of Christian education, and is under the control of the Synods of the Cumberland Presbyterian Church in Missouri, Kansas, Nebraska and Colorado. It was located at Marshall, Mo., in the spring of 1888, by a Board of Commissioners appointed for that purpose, and is chartered to exercise the privileges and perform the duties of a College.

The College is co-educational. The time is past when it was necessary to argue the importance of co-education. It is helpful to both sexes to be brought together in the recitation rooms. It helps their manners, stimulates endeavor, conserves morality, and fosters self-respect and self-control. It is nature's order, and nature's law, and hence all leading institutions are being brought into conformity with it. Only belated minds oppose co-education in these days.

The following pages contain the facts concerning the organization, management, faculty, departments, courses of study, aims, work, advantages, and, in general, all important information concerning this institution of learning. Persons contemplating attendance here are requested to study these pages carefully.

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THE INCORPORATED ASSOCIATION.

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Geo. H. Althouse, Esq.	- - -	Treasurer.

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J. E. Ritchey, Esq.	

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President.

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Dean of the College.

WALLACE ELMER GRUBE, A. M.,

Dean of the Academy and Secretary of the Faculty.

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Dean of the School of Music.

GEORGE H. ALTHOUSE, Esq.,

Treasurer.

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Biblical Instruction.

ANDREW JACKSON McGLUMPHY, D. D., LL. D.,
Mathematics.

WALLACE ELMER GRUBE, A. M.,
Baird-Mitchell Professor of Greek.

ALBERT MCGINNIS, A. M.,
Latin and German.

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Physics and Chemistry.

JOAN CAMPBELL ORR, A. M.,
History and Elocution.

*THOMAS WALTON GALLOWAY, A. M., Ph. D.,
Biology and Sociology.

A. BOYD FLEEGER, A. B.,
Biology and Sociology pro tempore.

ROBERT JOHN PETERS, A. M.,
English.

MYRTLE THORP, A. B.,
French and Latin.

Philosophy.

EDGAR SANDS PLACE,
Voice, Piano, Theory, Pipe Organ.

MABEL HIGHTSHOE,
Piano.

EDITH LEONARD,
Drawing and Painting.

* On leave of absence at Harvard.

ADMINISTRATION.

WILLIAM HENRY BLACK, D. D.,

President.

ALBERT MCGINNIS, A. M.,

JOAN CAMPBELL ORR, A. M.,

JOHN MOORE PENICK, A. M.,

Committee on Students' Courses of Study.

JOHN MOORE PENICK, A. M.,

JOAN CAMPBELL ORR, A. M.,

Committee on Public Announcements.

JOAN CAMPBELL ORR, A. M.,

ROBERT JOHN PETERS, A. M.,

EDGAR SANDS PLACE,

Committee on Public Entertainments.

ROBERT JOHN PETERS, A. M.,

GEORGE HERBERT MACK,

ARTHUR EUGENE PERRY,

Librarian and Assistants.

LUVENIA CLEMENS,

Proctor.

LECTURERS.

REV. ALEXANDER D. HAIL, D. D.,

Osaka, Japan.

Week of Prayer for Young Men.

REV. DeQUINCY DONHOO,

Easter Sermon.

Baccalaureate Sermon.

Oration to Literary Societies.

REV. I. D. STEELE,

Nashville, Tenn.

Commencement Oration.

AIM AND WORK OF THE COLLEGE.

Missouri Valley College aims to give to each student a thorough college training of the highest order. Those who wish to get diplomas by the easiest method are not expected here. She does not enter into competition with any other so-called college with a view of furnishing a short-cut to an education in order to get students. Her first motto is "thorough work of the highest order." Her graduates will never blush to confess their *alma mater*.

In order to accomplish the end of her existence, she provides an ACADEMIC COURSE of study that all her students may be thoroughly fitted for admission to the Freshman Class of the College. She also provides a CONSERVATORY OF MUSIC for those who wish to become proficient in this accomplishment, and a SCHOOL OF ART for those who desire to study drawing and painting. THE COLLEGE, however, is that around which everything else is grouped, and to which every other department is subordinate.

THE ACADEMY.

THE ACADEMY.

Because of the inferior work done in many schools in the West and because of the importance of a thorough preparation before entering college, it is necessary to maintain a preparatory department. In Missouri Valley College, three years are given to the Academic Course. Students are not required to spend three years in the Academy if their studies have been sufficiently advanced to admit them to the higher classes. They will be examined upon entrance and assigned to the classes for which they are fitted.

Those who pass the final examinations and graduate in the Academy are prepared, not only for the Freshman Class of this College, but for the same standing in the highest colleges in the East.

Students who successfully complete the Academic Course are entitled to rank *cum laude*, *magna cum laude* or *summa cum laude*, as their grades will warrant. See page 122 for further information.

No girl will be admitted as a student in the Academy unless she is thirteen years old.

No boy will be admitted as a student in the Academy unless he is fourteen years old.

DESCRIPTION OF ACADEMIC CLASS-WORK.

In the following pages the inquirer may learn something of what is actually done in the various classes in the different departments of the Academy. This should interest patrons and prospective students; from it the latter may learn whether they have had the equivalent of the work done in these departments and they may also learn something concerning the object of the examinations given by the professors to those seeking advanced standing. Students applying for admission from low-grade high-schools are requested to give this department special attention. From this they may learn the meaning of the College entrance requirements (see page 52) in the Bible, in English, in Mathematics, in Latin, in Greek, in Science, and in History.

The Bible.

WILLIAM HENRY BLACK,

Professor of Biblical Instruction.

In the Academy there are four courses of study in the English Bible required of all students. Those who enter for advanced standing in this subject must either

submit grades showing the work accomplished in other institutions; or offer some other subject taken elsewhere, which may be accepted as an equivalent of the Bible work; or be conditioned in a given number of hours' work.

These courses of study have some things in common and some things distinctive. The English Revised Bible is the text in all. The Revised English Bible being preferred for use in this department for the following among other reasons: (1) Because the Revised Bible is the Bible—and not a mere “commentary” on the Bible, as some absurdly claim. (2) Because it represents the best conservative scholarship of the Nineteenth Century in its effort to translate the original Scriptures into the English language of our times. (3) Because the critical materials in the preface and the margins of the Revised Version are constantly serviceable to the student and teacher of the Word of God. (4) Because the mechanical arrangement of the literary matter of the Scriptures into paragraphs, which, by their spacing, indicate intimacy of relation or otherwise, is a device of great service to the student and teacher. (5) Because the Revised Version rests upon purer Hebrew and Greek texts than the Authorized Version. (6) Because poetry is shown as such on the printed page and is not confused with prose forms.

The four courses of Bible study in the Academy are as follows:

I. The Academic Juniors for one hour a week throughout the year study Old Testament History in the Times of Moses. All of Exodus, a portion of Leviticus, a portion of Numbers and a portion of Deuteronomy are studied. The object is to get a complete view of the period; of the Hebrew people; of their condition socially, politically, and religiously; of the institutions founded or brought into form in the days of Moses; of the person, work, and teachings of this great man. The text of the Revised Version is the companion of the student at every lesson. The maps of Egypt and of the Sinaitic peninsula are thoroughly studied, so that the student can reproduce them from memory. He is also required to draw plans of the Tabernacle and of its furnishings; of the encampment of the Hebrews and of their order in marching; and to make outlines and classifications of the laws of Moses. While much pains are taken to show the natural conditions of the miracles of Moses, great stress is laid upon the necessity of immediate divine interference in order to explain them. The religion of the Hebrews at every possible point is brought into contrast with the religion of Egypt, in order to exhibit the spirituality and divine origin of the former.

The current year there have been *seventy* members of this class.

II. The Academic Middlers for one hour a week throughout the entire year study, in a similar way, Ruth, I Samuel, II Samuel, and I Kings. The object is to get an insight into the social, political and religious life of the Hebrews at the close of the period of the Judges. To seek explanations for the desire of the people for a change from the patriarchal to the monarchical type of government, and to learn how the change was effected and with what results. The geography of Palestine is thoroughly studied and frequently reproduced. The lives, characters, and ideals of Ruth, Samuel, Saul, David and Solomon, are critically reviewed from historical, ethnographical, religious, and ethical points of view. The Messianic element, the origin of prophetic schools, and the characteristics of Hebrew poetry are duly considered.

There were *forty-four* in this class during the year.

III. The Academic Seniors for one hour a week during the *first* semester study the History of the English Bible. This book has affected the life, institutions, and opinions of the English speaking peoples in a most unique and potential manner. It would be singular, then, if that book did not have an interesting and peculiar history. It is a thrilling and tragic story.

From the introduction of Christianity in Britain to the close of the present century; from the paraphrases of Caedmon, Aldhelm, and Bede to the Revised Version of 1881; from the *Biblia Pauperum* of the Ninth century to the Polychrome of the Nineteenth century; from beginning to end the narrative is varied, dramatic, and inspiring. The work of John Wicklif, of William Tyndale, of Miles Coverdale, of John Rogers, of Richard Taverner, and of Thomas Cromwell, of William Whittingham, John Knox, and Matthew Parker, are all brought under the view of the student. The origin, characteristics, and destiny of each Bible, as it came upon the platform of English history to enact its part, are noted.

There were *fifty-four* students who pursued this course during the present year.

IV. The Academic Seniors for one hour a week during the *second* semester study Biblical Introduction. The aim of this course is to give the preparatory students some insight into the methods by which the books of the Bible may be studied most effectively. After a somewhat careful study of the Map of the World of the Bible—from Persia to Italy, and from Egypt to Macedonia—and of the chronology and general features of the Old Testament, the students have devoted their time to the study of the post-exilic literature, namely, Ezra and Nehemiah, Haggai and Zachariah, Esther

and Malachi, a few post-exile Psalms and a glimpse of the wisdom literature. The work has been rather crowded, but the young people were interested in what was to them the opening of a new world.

There were *forty-two* in the class.

The following table will indicate the number of students in the Academic courses of Bible study:

I.—70 students.

II.—44 students.

III.—54 students.

IV.—42 students.

Total, 210 students in all courses.

For Bible work in the College consult page 56.

Mathematics.

ANDREW JACKSON McGLUMPHY,

Professor of Mathematics.

I. ARITHMETIC.—In teaching Arithmetic we keep constantly three ends in view:

1. To present the subject to the student as a science; to teach him *method of thought*, and how to *reason*; to give unity and system to the science and art of computation.

2. We proceed upon the presumption that one of the things needed by the student is a clear understanding of the nature of business transactions, the arithmetical processes being simple enough when the circumstances of the case are well understood. Hence more information concerning business matters is given than is customary, and great care is taken to give the examples an air of actual life transactions. The demands of modern business have given rise to a large variety of problems in discount, which are not generally treated in our Arithmetics. In this respect it is thought our mode of instruction meets a felt want. In fact, it is our aim to leave out of the lesson all mere fictitious problems.

3. The needs of those who are fitting themselves for teaching is kept constantly in view. The breadth of view given; the outlook into new and interesting fields of thought; the great amount of practical information; the careful exhibition of the order of development of the subject in hand; in Business Arithmetic, the double solutions of problems by the formulae, and by the elementary analysis; and many other features designed for such students.

The increasing use of the metric measures in science, and in commerce, should claim the earnest attention of every teacher. Great care is taken to make the pupils practically familiar with the metric units. To

accomplish this end we keep before the class the actual metric measures so that the students can have practice in the use of these measures. We have found in our teaching that it is only by long practice that students can be made as familiar with the metric measures as they are with the common measures.

II. ELEMENTARY ALGEBRA.—Algebra has not always proved to be an interesting subject to students. Indeed, in very many instances it has been greatly disliked. Two causes, chiefly, have conspired to produce this unfortunate condition of affairs—one the unattractive and uninteresting method of presenting the subject; the other, the difficulty of the examples and the complexity of the problems presented to the student for solution.

It is the aim of our instruction to make the transition from Arithmetic to Algebra a natural and easy process; to illustrate and discuss each subject with clearness and sufficient fullness; and to so grade the exercises that the beginner will take up each new topic with increased pleasure and profit, and feel that he is both gaining power and mastering the subject. By this course of training we find the beginner soon becomes acquainted with the ordinary Algebraic processes without encountering too many of their difficulties; and he is learning at the same time something of the more attractive parts of the subject. Nothing is

more pleasing to a young student than to see and feel that he can *use* his knowledge to some practical end. A thorough mastery of the elements of Algebra is one of the most valuable acquisitions which can be secured in our schools, whether we consider its value as a mental discipline, or as a foundation for more advanced work.

Thoroughness in the discussion of principles, comprehensiveness, philosophic accuracy, and clearness of statement, and at the same time careful adaptation to training the student to think clearly and express his thoughts with propriety, characterize our work from day to day. Propositions are clearly stated at the outset by the student, and demonstrations are given in form, and with the rigor of a geometrical argument. That there is some defect in methods of instruction, in this regard, must be painfully evident to every competent and faithful teacher. Now, it need not be said that, in a course of education, this is a fundamental defect. It is failure just where success is vital. We aim to impress upon our classes that the *processes* of a mathematical science are of comparatively little worth to a great majority of those who study them; the development of the reasoning powers to which such studies are addressed, is of the highest importance to all.

III. GEOMETRY.—There are certain fundamental conceptions which must be mastered by the

student before he can make any real progress in the science of Geometry. Among these conceptions may be enumerated the distinction between continuous and discrete aggregates, the fundamental assumptions about space on which all geometric reasoning is based, the explicit definition of geometric addition and subtraction, with an explanation of the use of the signs $+$, $-$, and $=$ in pure geometry, and the logical necessity of proving converse theorems, except in certain special cases. On taking up the study of Geometry there is a temptation to plunge *in medias res* in order to get at something more tangible and interesting than the fundamental, elementary conceptions, but undue haste in the beginning means loss of time in the end. In teaching Geometry it is our aim not to over-task the student's powers. We have found by long experience that by helping him through his difficulties in such a way that he shall be scarcely conscious of having received assistance, he will be encouraged to make new and greater efforts, and will finally acquire a fondness for a study that may have been highly repugnant to him in the beginning.

A demonstration that is easily followed and comprehended by one, may be obscure and difficult to another; hence the advantage that will sometimes be gained by giving two or more demonstrations of the same proposition. When the student perceives that

the same results may frequently be reached by processes entirely different, he will be stimulated to independent exertion, and in no respect can the teacher better exhibit his tact than in directing and encouraging such efforts.

The symbolic notation, now coming into general use, has been adopted in our class work. We have found by experience that students grasp the train of reasoning much more readily when presented in the form of brief equations than when expressed fully in words. In the use of these symbols we always guard the student against confusing geometric and algebraic methods. In oral recitation we require him to translate symbolic notation into words and sentences. In written exercises symbolic notation is preferable, as it lightens the labor of the teacher in correcting.

Original exercises are required of the student that he may discover, at the outset, that to commit to memory a number of theorems and to reproduce them in an examination is a useless and pernicious labor; but to learn their uses and applications, and to acquire a readiness in exemplifying their utility is to derive the full benefit of that mathematical training which looks not so much to the *attainment of information* as to the *discipline of the mental faculties*.

In presenting to our classes the subject of Geometry, we try to keep in mind the fact that, with most

students in our colleges, the ultimate object is not to make profound mathematicians, but to make good reasoners on ordinary subjects. In order to secure this advantage, the learner is required, not merely to give the outline of a demonstration, but also to state every part of the argument with minuteness and in its natural order.

The following table exhibits the Academic work of the department of Mathematics:

I.—40 students.

II.—95 students.

III.—51 students.

Total, 186 students in all courses.

English Language and Literature.

COURSES OF INSTRUCTION IN THE ACADEMY.

I. and II. ENGLISH GRAMMAR.—The aim of these courses is to make a practical study of the fundamental principles of English Grammar, until the observance of the grammatical rules and laws becomes the student's *second nature*. Prose and poetical selections are analyzed and parsed.

TEXT: Southworth and Goddard's *Elements of Composition and Grammar*.

III. and IV. COMPOSITION AND PRIMARY RHETORIC.—These courses are designed to give the pupil constant practice in the writing of reproductions, developments, paraphrases, compositions and essays. The more simple rhetorical principles are taught as a preparation for the more advanced elementary Rhetoric.

TEXTS: Southworth and Goddard's *Elements of Composition and Grammar*; Hawthorne's *Twice Told Tales*; Butler's *School English*; Lamb's *Tales from Shakespeare*.

V. ELEMENTARY RHETORIC.—In this course the elementary rules and principles of Rhetoric are carefully studied and made practical by the writing of compositions and essays. Much attention is given to the correction of exercises and to the rhetorical analysis of selections from prose literature.

TEXTS: Hill's *Foundations of Rhetoric*; Buchler's *Practical Exercises in English*.

Prerequisite: Courses I., II., III., IV.

VI. and VII. ENGLISH LITERATURE.—It is proposed in these courses to lead the pupil into the reading and study of English Literature. Standard works of prose and poetry are read and discussed, while the reading is supplemented by reproductions and critical

essays. The course of reading for 1898-1899 is the course adopted by the "Commission of Colleges in New England on Admission Examinations:"

Shakespeare's *Macbeth*; Burke's *Speech on Conciliation with America*; DeQuincey's *Flight of a Tartar Tribe*; Tennyson's *The Princess*; Milton's *Paradise Lost* (Books I. and II.); Pope's *Translation of the Iliad* (Books I. and XXII.); *The Sir Roger de Coverley Papers*; Goldsmith's *Vicar of Wakefield*; Coleridge's *Rune of the Ancient Mariner*; Southey's *Life of Nelson*; Carlyle's *Essay on Burns*; Lowell's *Vision of Sir Launful*; Hawthorne's *House of the Seven Gables*.

TEXTS: Standard annotated editions of the above works.

Prerequisite: Course V.

The method for testing what has been done in English is as follows:

1. A short composition, correct in orthography, punctuation, construction of sentences and paragraphs, grammar, diction, and style on a theme drawn from one of the books in courses VI. and VII. (Academy.)
2. Criticism and correction of specimens of incorrect English.
3. A written examination on the fundamental principles of Grammar and Rhetoric.

Summary of attendance in the above courses of study:

- I.—34 students.
- II.—31 students.
- III.—54 students.
- IV.—50 students.
- V.—21 students.
- VI.—23 students.
- VII.—30 students.

General summary, 243 students in all courses.

History.

JOAN CAMPBELL ORR,
Professor of History and Elocution.

In the Academy the instruction has been largely confined to recitation from the text-book. The student is urged to memorize the ideas rather than the words of the author. Additional reading is required to a very limited extent. Independent investigation, however, is encouraged by a fortnightly conference upon specially selected topics.

I. and II. The study of *General History* and of *The History of the United States* is intended mainly as a drill to prepare the student for the further

reading of history. Map drawing from copy, from text, and from memory is required throughout the course.

III. The first consideration in the instruction in *Civil Government* is a thorough mastery of the subject matter given in the text-book. To arouse an interest in local government, students are induced to study the workings of the government of the city of Marshall, and of the county of Saline, and to make reports of the same to the class. For the same purpose the class is occasionally organized as a city council for the discussion of live local questions. In the same manner the class organized as a state or national legislative body consider questions upon which it should be informed.

IV. Owing to the fact that the time of the teacher in this department was occupied and there was a demand for an elective class in the Academy, such a class was organized and placed in charge of an assistant, Mr. E. B. Surface, who filled the place most satisfactorily. The course in *German History* thus established will be given each year when a sufficient number of students elect it.

I. *General History*.—Myers.

History of England.—Montgomery.

II. *United States History*.—Johnston.

III. *Civil Government*.—Fiske.

IV. *History of Germany*.—Lewis.

Exhibit of number of students in each course:

I.—43 students.

II.— 7 students.

III.—48 students.

IV.— 7 students.

Total, 105 students in all courses.

Elocution.

JOAN CAMPBELL ORR,

Professor of History and Elocution.

The general aim of this course is to develop the power of interpretative reading and effective delivery in speaking. To secure this result every effort is made to develop correct action of mental and emotional powers and intelligent control of the voice and of the body. The student is led to study himself, for the correction of faults and the development of his powers. The exercises for the technical training of voice and body is emphasized throughout the course.

In the *Elementary Classes*, much time has been devoted to physical culture, using what is termed Harmonic Gymnastics. A series of exercises combining gymnastics and phonetic spelling was also used for the double purpose of securing ease of movement and correct articulation. The vocal training in these classes is confined to such exercises as will develop

correct breathing and secure the conditions of good tone and train the ear. All vocal training is based upon the co-ordination of physical and psychic conditions in tone production. Appreciation of good literature is cultivated by requiring such a study of each selection as will make the thought perfectly clear before any attempt is made to read it. This is followed by interpretative reading. An author's recital is given each week. For this purpose the class is divided into three sections. The students of one section repeat a favorite quotation from the author selected; the students of the second section state some fact of interest concerning his life or his works, while the students of the third section recite an entire poem. Thus every three weeks each student will have learned something of a standard author and memorized a poem in addition to regular class work. The examination of note books, written examination, and oral examination of each pupil are the tests of proficiency.

ELEMENTARY ELOCUTION.—The course will include: (1) Physical Training; (2) Elementary Principles of Vocal Culture; (3) Pronunciation; (4) Practical study of Literature as related to expression.

TEXT-BOOK: Classics for Expression, Curry.

Exhibit of number of students in Elementary Elocution:

I.—31 students.
II.—36 students.

Total, 62 students.

Natural History and Sociology.

A. B. FLEEGER,

Professor pro tem of Biology and Sociology.

In the absence of Dr. T. W. Galloway, who is doing advanced work at Harvard University, the department has been in charge of A. B. Fleeger during the year.

NATURAL HISTORY.

The work of this department is conducted largely upon the laboratory method; for which our equipment, though not so extensive as we would desire, suffices for efficient work. The following brief summary of the actual work done in the several subjects may be of interest.

I. ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY.—In addition to the regular text-book work in this subject one hour a week is given to laboratory work. The laboratory course of this year includes the study and drawing of the following:

A. Skeleton of star fish.

B. Skeleton (shell) of mussel.

C. Skeleton of man.

1. Upper Limb $\left\{ \begin{array}{l} \text{Front view.} \\ \text{Side view.} \end{array} \right.$
2. Lower limb.

3. Os innominatum.
 4. Clavicle and scapula.
 5. Vertebral column.
 6. Sacrum and coccyx.
 7. Skull $\left\{ \begin{array}{l} \text{Anterior view.} \\ \text{Lateral view.} \end{array} \right.$
 8. Ribs,
 - a. Front view showing connection with sternum.
 - b. Isolated rib.
 - c. Rib and vertebra showing articulation.
 9. Outline tabulation of all the bones of the body, giving number of each kind.
- D. Demonstration of animal cells.
- E. Demonstration of animal tissues,
1. Bone,
 - a. Cross section.
 - b. Longitudinal section.
 2. Muscle,
 - a. Striated.
 - b. Unstriated.
 3. Cartilage.
 4. Connective tissue.
 5. Tendon.
 6. Nerve fibres.
 7. Spinal cord.
 8. Kidney.
 9. Lung.

F. Dissection of cat, showing gross anatomy.

G. Study of skeleton of bird and cat as compared with that of man.

Martin's *The Human Body* is used as text.

II. APPLIED GEOGRAPHY.—This course is preparatory to Physiography. It includes a study of geography in its historical, political and physical phases. Special attention is given to the part various plants and animals have borne in the development of civilization, and, in general, how geography has affected man.

TEXT: Trotter's Lessons in The New Geography.

III. PHYSIOGRAPHY.—The object of this course is to give some advanced work in physical geography, with especial attention to *land sculpture*, movements of the atmosphere and effect of atmospheric and aqueous agencies upon the surface of the earth. For this purpose a considerable of field work is required. The daily weather charts are received by the college and the individual records of the students compared with them. The following is an outline of the work done by the class this year:

Observations concerning the atmosphere as regards,

I. Temperature,

Changes of $\left\{ \begin{array}{l} \text{Diurnal.} \\ \text{Seasonal.} \\ \text{Local.} \end{array} \right.$

-
- II. Motions. { 1. Direction.
2. Rate.
3. Changes in connection with
cold spells, rain, etc.
- III. Aqueous Vapor,
Clouds { Form.
Prevalency.
Precipitation { Amount.
Character.

Observations concerning the effect of atmospheric and aqueous agencies upon the solid crust of the earth as shown in vicinity of Marshall, including effects of *erosion*, *transportation*, *sedimentation*, changes in course of streams, etc.

TEXTS: Eclectic Physical Geography.

No.'s I, II and III of Physiographic Monographs.

Summary of courses in Academy.

I.—30 students.

II.—13 students.

III.—26 students.

Total, 69 students.

Latin.

ALBERT McGINNIS,
Professor of Latin.

ANNA MYRTLE THORP,
Assistant in Latin.

I. FIRST YEAR.—The method of instruction followed is based on the conviction that the student's later success in this department depends largely upon the thoroughness of the work done and the habits of study formed in the beginning. An acquaintance with the elementary principles of English Grammar is taken for granted. The work of this year is heavy, and not a few on account of insufficient preparation find three or even four semesters necessary for its completion.

Pronunciation, accurate and distinct, is required from the beginning. The difference between long and short vowels, accent, and division of words into syllables, are constantly insisted on. Long vowels are made long, not merely in accented syllables, but in others also. Practice is given in translation from hearing the Latin as well as from the printed page. In all exercises written in Latin the student is required to mark the quantity of long vowels. The Roman pronunciation is used.

Forms are studied carefully and practice is given by writing, by individual and by occasional concert recitation, by inflecting together the noun and its adjective, by giving synopsis of verbs and principal parts. In the latter exercise the full word and not the ending alone is given.

A vocabulary is indispensable if one is to read Latin instead of merely translating it. A persistent and systematic effort is made to acquire a vocabulary by requiring the student to give Latin equivalent for English words and short sentences, by grouping related words, by calling attention to coquote and compound words, and by reviews.

Emphasis and arrangement are explained and are not allowed to be disregarded in translation either into English or Latin.

The text-books used are Collar & Daniell's First Latin Book and the Gradatim.

II. SECOND YEAR.—The aim is to continue on the same general principles as guided the work of the first year and to lay especial stress upon the syntax of Latin. About two months of the first semester are devoted to Nepos and the remainder of the year is spent upon the Gallic War. Occasionally, however, a class reads Caesar the whole year. Accuracy of expression and correct pronunciation of proper names are considered elements of good translation. Composition exercises

based on portions of the text read form an essential part of this course. One recitation in four is given to this work. The sentences are written, brought to the class for criticism and correction, then rewritten and graded. In reading the fourth book of Caesar a class is sometimes asked to construct Caesar's bridge, as affording a pleasing and instructive exercise. A text edition is used in the class during recitation.

III. CICERO.—At the beginning of the term the class in Cicero contained twenty-six members, all but one of whom continued the study until the close of the term. The text used was *Allen and Greenough's New Cicero*, which has to recommend it numerous illustrations in addition to an excellent map of the Forum. Our study began with the *First Oration Against Catiline*. Some discussion was devoted to its historical setting that the student might thus better understand what he was reading. Pronunciation of the Latin and close attention to syntax was insisted upon. Special study was made of the various classifications of the ablative. The use of the subjunctive in indirect questions, purpose, result, and characterizing clauses was noted, and systematic study of unquoted and quoted conditions was undertaken. Literal translation was encouraged so far as it accorded with elegance of expression. In difficult passages the student was shown the value of first rendering the Latin word for word in order to get

the meaning. Out of the three lessons each week one was devoted to composition based upon the Latin read. In these exercises the student was required always to mark the quantity of long vowels, and to transfer the sentences after recitation into an exercise book to be examined by the teacher. In the reading of the First Oration the aim was not to cover a great deal of ground, but to so thoroughly master what was read that this would serve as a preparation for the succeeding work. More rapid reading of the Second Oration was undertaken and in the citizenship of Archias attention was given more particularly to the sentiment and literary value of the book.

IV. VIRGIL.—A class of twenty-three began the study of Virgil, using *Greenough and Kittredge's* text. Scansion was undertaken at the outset. In the first lesson students learned to indicate the feet of the hexameter, and to locate the caesura in order that they might follow the teacher understandingly when reading. In the next few lessons the Latin was pronounced after the teacher until the rhythm was caught. Afterward the student was required to scan alone, and from time to time to indicate the scansion upon the board. To lend variety and interest the class was sometimes divided into two divisions which scanned alternately, one division scanning a line and the other beginning with the next, or else one division would scan to the caesura and the

other finish the line. As a class in its third year of Latin study, reciting but four hours a week, is hardly prepared to read the first six books of the Aeneid, some selection of work had to be made. Accordingly for this year we have selected Books I, IV, and V, since the first two give a continuous narrative and the last forms an interesting episode. In the study of Book I grammatical constructions peculiar to poetry were noticed, geographical localities pointed out upon the map, and mythological allusions explained. Almost every line of the Latin was translated in class. Occasionally a review of the story was given, or some interesting description discussed. In the study of Book IV longer lessons will be taken, it being the aim to direct attention in one lesson each week particularly to the scansion, in another to the definition and grouping of words, and in another to the mythology and literary beauty of the work. To increase the students' appreciation of Virgil's poetry occasional selections will be read in metrical translation. In connection with Book V a few general topics will be considered, such as Virgil's indebtedness in particular passages to other authors, his purpose in writing the Aeneid, etc.

Exhibit of number of students in Academic Latin:

- I.—87 students.
- II.—30 students.
- III.—26 students.
- IV.—23 students.

Total, 166 students in all courses.

Academic School of Greek.

WALLACE ELMER GRUBE,
Baird-Mitchell Professor of Greek.

I.—In the beginning of the study of any foreign language, and especially Greek, the first step in the process is a familiar acquaintance with the sounds of the vowels and diphthongs. Then correct syllabification and accentuation. Great care should be exercised in forming proper habits of pronunciation. With this in view the student is required to learn accurately the system of pronunciation as given by Goodwin in his grammar, with a correct understanding of the marks of accent, breathing, etc. Much reading aloud is done in class to cultivate the ear as well as the eye. The object of the Academic course is to lay a firm foundation for the final results to be attained in the college. Synthetic and analytic methods of teaching are employed. Vocabularies are learned by the grouping method. The primitive roots are mastered thoroughly, then derivatives and compound words are added to the list. Much time is spent upon vocabularies with the conviction that this is one of the most important things in elementary Greek.

Declensions are learned through their model words, and recited orally and written upon the black-board.

Conjugations are studied first by modes and voices and afterward by tense stems. The scope covered by the first five months is as follows: First. The learning of correct pronunciation and accent. Second. A vocabulary of at least five hundred words at ready command. Third. To give from memory the declension of all model nouns. Fourth. To conjugate a complete model verb by tense stems. Fifth. To give principal parts of all verbs occurring in the vocabularies. Sixth. To explain simple constructions in syntax. Seventh. Frequent written exercises and examinations are given as a stimulus to greater endeavors. The class this year numbered twenty-nine.

II. ANABASIS.—The second course is the Anabasis which is begun at the close of the sixth month's work. This subject is taken up thus early with the belief that a connected story should be given to the class as soon as possible. Greek, like Mathematics, should be taught analytically and synthetically. Lessons are short at first. Declensions, conjugations, comparisons, principal parts, etc., are insisted upon rigidly. Occasionally literal translations are given from Greek into the English to be re-translated by the student for the study of the Greek arrangement. The advance lesson is read one day, on

the following day it is reviewed, and on every Wednesday all the lessons of the previous week are read. Another review is made before the final examination. Students are urged to commit to memory portions of the lesson. Goodwin's grammar is studied in connection with this course, with twenty lessons of Collar's Greek prose. The work done in the Anabasis includes the first book. The class numbers twenty-one.

III. MEMORABILIA.—The same careful attention is paid to details in this course as in the preceding. Here the student is introduced to Greek thought and philosophy. We have here how Xenophon reflects the teachings and life of Socrates. He gives a discussion of the charges preferred against Socrates of introducing strange deities and corrupting the youth. After a refutation of these, he proceeds to the positive recollections—the five cardinal virtues, piety, self-control, rightfulness, manly courage, and wisdom, and by the frequent interviews of Socrates with the young men of his time he is shown to be a man of pre-eminent purity of life and character. He ushered in a new era of philosophy. Even the drama felt the effect of this new movement. Cicero says: "He called philosophy down from heaven to earth and introduced it into the cities and houses of men." As this course is purely ethical, the student is advised to do some parallel reading on Greek morals and philosophy. Goodwin's Greek grammar is studied

with twenty lessons from Collar's Greek prose. The work completed includes fifty pages of Winans' Memorabilia. The class this year numbered eight.

III. HOMER'S ILIAD.—The fourth course is Homer's Iliad. This is the oldest of all Greek. Written perhaps eight or nine centuries before the Christian era and depicting the life and manners of the Greeks long before even Greece had her name. Everything is in a primitive and formative state. The internal evidence goes to show that they were written by some Asiatic Greek. The dialect is an old form of the Ionic. Matthew Arnold mentions four qualities of Homer's style, rapidity, plainness, simplicity, and nobility. It is not expected that the learner can attain to all of these qualities, yet he is urged at least to be plain in his translations. The peculiarities of the style are observed carefully. Scansion is begun at once, so that the poem is read with strict attention to the metrical quantity as well as the sense. The design of this course is to give the student a slight knowledge of Greek poetry, and the beauties of the rhythm so that in the college he will elect either the Iliad or Odyssey for some advanced work, which has occurred several times. For collateral reading the student is advised to consult Jeff's Primer, Gladstone's Homer, and Dr. Schliemann's Excavations. Greek history and mythology are studied for the better comprehension of the poem. Twenty lessons of Collar's Greek prose

are taken and the study of the Homeric dialect and meter. A gold medal is offered to the student in this course who attains the highest grade. The class numbers six.

Exhibit of number in Academic Greek :

- I.—29 students.
 - II.—21 students.
 - III.— 8 students.
 - IV.— 6 students.
-

Total, 64 students in all courses.

Physics and Chemistry.

JOHN MOORE PENICK,

Professor of Physics and Chemistry.

The following sketch will mention some of the work done in the department of Physics and Chemistry in the Academy:

I. *Elementary Science Lessons.*—The object of this course which was given during the first semester to a class of fifty-six, was to cultivate habits of observation, to give practice in the use of the system of metric weights and measures, to introduce to the student some of the methods and technical terms to be used in the more formal studies of the following years, and finally

to give practice in the full and accurate expression of knowledge gained through the use of his own senses and the legitimate conclusions therefrom. To attain these objects the course was given by lecture and experiment with occasional use of reference works in the College Library.

Each student was required to take notes of the lectures and experiments made in the lecture room, with drawings of apparatus used whenever they would render clearer or more complete the description. Following this description he was required to write out the conclusions that he could legitimately draw from what he had observed.

Frequent examinations of the note books were made, almost daily quizzes were held on the work preceding, and at the end written examinations were held on the subject matter of the course. The scope of the course will be understood from the statement that the Aristotelian doctrine of four elements "earth," "air," "fire," and "water," was investigated in the light of modern chemical science. First, the phenomena of combustion were studied, the investigation of the physical and chemical properties of some of the commonest compounds of combustion being included. A study of the physical and chemical properties of water followed, analyses and synthesis of water being made and the physical and chemical properties of the constituent

elements being noted. In a somewhat similar manner the atmosphere was studied, the mixed gases, oxygen, nitrogen, carbon dioxide and water vapor being separated and their properties shown, the relation of each to animal and vegetable life being noted. Finally under the head of "earth" a brief study of different soils, rocks and ores was made, different metals being extracted from some of the ores.

So far as time allowed the students duplicated the experiments which they had seen made in the lecture room.

II. A course in *Elementary Physics* is now being given to a class of twenty-five. This course is based upon a large number of experiments performed in the Laboratory, as many as the limited time will allow being performed by the student himself. An attempt is made to show clearly the relation between every generalization and the experimental evidence upon which it rests. The course is put as late as possible in the Academy to enable the students to acquire a sufficient knowledge of Geometry and Algebra to understand the formulas which summarize the results of their experiments in the Laboratory. Regular recitations, interspersed with frequent written examinations, are had five hours each week during the second semester of the senior academic year, with a view of aiding the student in readily and accurately expressing the

conclusions drawn from the experiments. A portion of the work consists in a thorough study of Gage's "Introduction to Physical Science," which is used as a text-book. Perhaps no other subject studied during the entire Academy and College course does more to mentally quicken the student and to broaden his views of nature.

Exhibit of number of students in Academic Physics and Chemistry:

I.—56 students.


II.—25 students.

Total, 81 students in all courses.

 THE ACADEMIC COURSE OF STUDIES.

 SEMESTER*


 JUNIOR YEAR.

- | | |
|----|--|
| I. | Old Testament History. 1 hour each week.
Arithmetic.
First Latin. 5 hours.
English Grammar. 2 hours.
English Composition. 3 hours.
Physical and Applied Geography 3 hours.
 <i>Latin Composition throughout the Course.</i> |
|----|--|

- | | |
|-----|--|
| II. | Old Testament History. 1 hour.
Elementary Algebra.
First Latin: Gradatim. 5 hours.
English Grammar. 2 hours.
Primary Rhetoric. 3 hours.
Elementary Elocution. |
|-----|--|

 SEMESTER.

 MIDDLE YEAR.

- | | |
|----|--|
| I. | Old Testament History. 1 hour.
Elementary Algebra.
Viri Romæ. Nepos.
First Greek. 5 hours.
Universal History. 3 hours.
Elementary Rhetoric. 4 hours.
Science Introduction. 3 hours.
 <i>Greek Composition throughout the Course.</i> |
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| II. | Old Testament History. 1 hour.
Elementary Algebra (finished).
Cæsar's Gallic War.
Xenophon's Anabasis. 5 hours.
Universal History (finished). 3 hours.
English Literature. 5 hours. |
|-----|--|

*The *first* Semester begins September 7, 1898, and ends January 11, 1899; *second* Semester, January 12, 1899, to June 1, 1899.

ACADEMIC COURSE OF STUDIES.—Continued.

SEMESTER.	SENIOR YEAR.
I.	History of English Bible. 1 hour. Geometry. Cicero's Orations. 3 hours. Xenophon's Memorabilia. History of the United States. English Literature. 5 hours. Physiology. 3 hours.
II.	Biblical Introduction. 1 hour. Geometry (finished). Virgil's <i>Æneid</i> . Homer's <i>Iliad</i> . 3 hours. Civil Government. 3 hours. Drawing. 2 hours. Elementary Physics. 5 hours. Physiography. 2 hours. <i>First Sight Reading of Latin and Greek preparatory to Admission to the College.</i>

NOTE.—The academic course for Philosophical and English students is the same as above, *except Greek*.

Four hours a week will be given to each subject, except where otherwise indicated.

Elementary Elocution is *required* in the Academy.

THE COLLEGE.

THE COLLEGE.

REQUIREMENTS FOR ADMISSION.

Students desiring to enter the College must furnish satisfactory evidence of good morals, and evidence of regular dismissal from the school last attended.

Unless they can produce certificates of standing in articulated schools applicants for admission to the Freshman class will be examined in the following subjects:

FOR ADMISSION TO THE CLASSICAL COURSE.*

I. The Bible.

Old Testament History—Patriarchs and Kings.
History of the English Bible.
Biblical Introduction.

II. Mathematics.

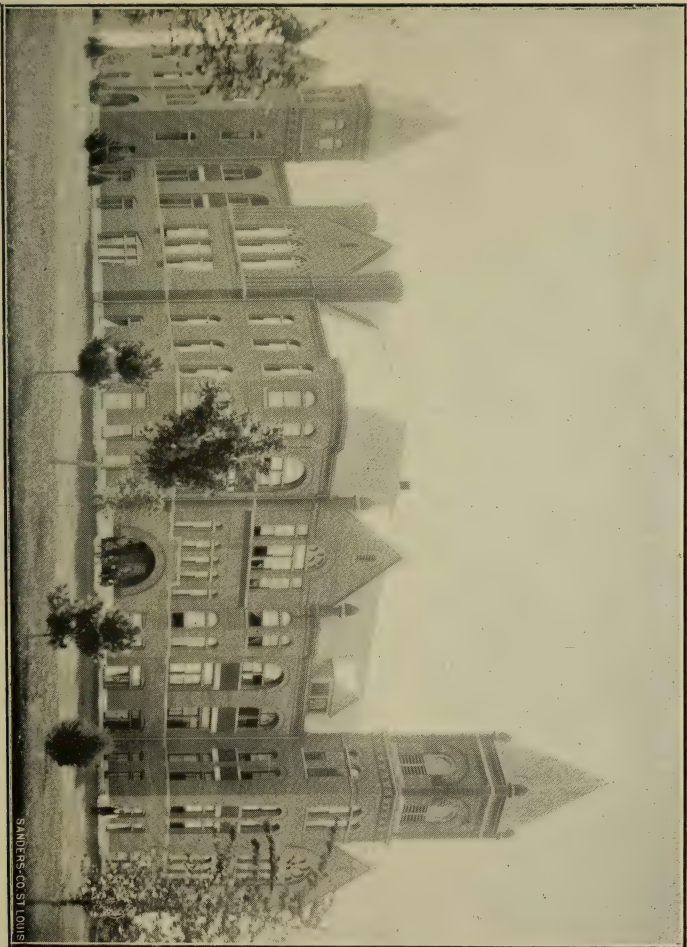
Arithmetic—including the Metric System.
Algebra.
Geometry—Plane, Solid and Spherical.

III. Science.

Elementary Science.
Applied Geography.
Physiology.
Physical Geography.
Elementary Physics.
Physiography.

*In order to make plain what is frequently unappreciated, attention is directed to the explanation on page 12 to 49 of what is done in the Academy. This will make clear the above requirements.

MISSOURI VALLEY COLLEGE.



IV. Latin.

Grammar.
Prose Composition.
Cornelius Nepos.
Cæsar's Gallic War.
Virgil's *Æneid*.
Cicero's Orations.
Reading at sight.

V. Greek.

Grammar.
Xenophon's *Anabasis*.
Xenophon's *Memorabilia*.
Homer's *Iliad*.
Prose Composition.
Reading at sight.
Greek History.

VI. History.

Outlines of Universal History (*Ancient, Mediæval, Modern*).
History of the United States.

VII. English.

Grammar.
English Composition—Primary Rhetoric.
Elementary Rhetoric.
English Literature.
Elementary Elocution.

VIII. Drawing.

The above are the requirements for admission to the Classical Course. Students desiring to enter college without meeting these requirements, must produce grades, showing that they have completed a preparatory course equivalent, in all respects, to that laid down in the Academy.

There are three courses of study open to students in the College: The Classical Course, leading to the degree of Bachelor of Arts (A. B.); the Philosophical Course, leading to the degree of Bachelor of Philosophy (Ph. B.); and the English Course, leading to the degree of Bachelor of Letters (B. L.).

FOR ADMISSION TO THE PHILOSOPHICAL COURSE.

The requirements for admission to this course are the same as for the Classical Course, *except Greek*.

FOR ADMISSION TO THE ENGLISH COURSE.

The requirements for admission to this course are the same as for the Philosophical Course.

The object of the Classical Course is to furnish a finished college education. It admits of a full equipment by the study of Ancient Languages and Literature, Modern Languages and Literature, English Language and Literature, Philosophy, Mathematics and Science. It is the best preparation for a professional or literary career.

The object of the Philosophical Course is to furnish a good literary scientific training.

The object of the English Course is attained by the omission of some of the higher mathematics. It is recommended that the *Classical Course* or the *Philosophical Course* be taken rather than the English Course, if it be at all practicable. No one should decide fully upon any course of study without a full conference with the faculty.

DESCRIPTION OF COLLEGE CLASS WORK.

The Bible.

WILLIAM HENRY BLACK,
Professor of Biblical Instruction.

There are seven distinct courses of Biblical Instruction given in the College in addition to the courses given in the Academy: Two to Freshmen, two to Sophomores, one each to Juniors and Seniors, and one Elective Course. The Revised Version of the Scriptures is the text in the second, third and fourth courses. The reasons for using the Revised Version are stated on page 14. The work is all required with two exceptions which will be seen further on.

I. The Freshmen for one hour a week during the first semester study the history of the original manuscripts of the Old and New Testaments, the history of the earliest versions of the Scriptures in other eastern languages, and the use which is made of these materials in the formation of a critical Hebrew or Greek text. Special pains have been taken to make the students familiar with the history, age, present location and critical value of the oldest Hebrew

manuscripts, which unfortunately do not represent a greater antiquity than the ninth century, A. D., and of the five great Greek uncial manuscripts. These latter, the Sinaiticus and Vaticanus of the fourth century, the Alexandrian and Ephraemi of the fifth century, and the Bezae of the sixth century, are studied with considerable care, so that the students will readily recognize the significance of critical references to them whether made by name or symbolic letter. The principal cursives are also brought under review. The history, value and legitimate uses of the Septuagint, the Vulgate, the Peshito and other ancient versions are carefully considered. This leads to an examination of the critical rules, now commonly accepted and generally employed in the handling of these materials, in determining what was the original text of Scripture.

There were *twenty* in this class.

II. The Freshmen spend one hour a week during the *second* semester studying the life of Jesus. The text is the Revised Version of Matthew, Mark, Luke and John. As a guide in synthetizing the literary materials in the Gospels and in putting these various records into probable chronological relations, Stevens and Burton's *Analytical Outline of the Life of Christ* is used. The results to the class are mainly a biography of Jesus and incidentally some insight into the Roman methods of administering government; the

languages, religious life and politics of the Jewish people in Palestine; the significance of Jesus' life under those conditions; the training of the apostles, its necessity and methods; and the organization and launching of the kingdom of God amid the tempestuous circumstances environing the person of the Christ. The aim is to bring the student into sympathy with, admiration of, belief in, and devotion to Jesus of Nazareth, based upon a critical and scientific study of his origin, deeds, teachings and accomplishments.

There are *fourteen* in the class.

III. The Classical Sophomores for one hour each week during the entire year study New Testament Greek under Professor Grube. For a statement of the work done consult his department. This work is required of classical students, but may be elected by students in the Philosophical Course, if they have sufficient knowledge of Greek.

IV. The Philosophical Sophomores are required to study the life of Paul for one hour a week through the year. This course, however, may be elected by classical students. The text is the Revised Version of The Acts, I and II Thessalonians, Galatians, I and II Corinthians, Romans, and two epistles of the imprisonment. Galatians and Romans are studied with considerable patience and thoroughness. For the sake of

getting the events in the life of the distinguished apostle in proper sequence and the epistles in chronological emplacement Black's brief *Outline of the Life of Paul* is used. Ramsey's chronological data are generally accepted. The results to the class are a detailed and more or less adequate conception of the origin, personality, deeds and teachings of the great Tarsian; they know something also of his teachers, his companions, his sphere of labor; they gain some insight into the religious party spirit pervading Hebrew society; into the political and religious practices of Asia Minor, of Greece and of Italy; into the difficulties and perils of travel and of reform; and into the development of jealousy, strife and parties in the Christian church, and of their incidental but powerful bearing on the unfolding of Paul's consciousness of his great mission as apostle to the nations. The aim is to lead the student to admiration of Paul and to a share in his convictions as when he said: "I am not ashamed of the Gospel, for it is the power of God unto salvation to every one that believeth; to the Jew first, and also to the Greek."

There have been *eighteen* members of this class.

V. The Juniors study for one hour a week during the year what is called "Genesis and Science." The course might with equal propriety, perhaps, be called "Genesis and Philosophy," or "Genesis and

Paleontology.” In fact it is all of these and more. The text of the book of Genesis is studied, not only as a type of Biblical literature and as an authoritative and inspired history, but as raising certain questions which the college Junior, by virtue of his age, maturity and previous studies is entitled to consider. For example: the origin of the world; the order of creation; the origin and unity of the human race; the origin of sin, of religion, of Satan; the extent of the deluge; the antediluvian chronology; the origin of nations; and the motive and grounds of the call of the Hebrews. In addition to the text of the Revised Version of Genesis, the first volume of Geikie’s *Hours With the Bible* is used. This is still further supplemented by lectures, for the students raise many questions which Geikie does not answer.

There were *two* in this class.

VI. The Seniors spend one hour a week for the year in the study of Apologetics. The text is Fisher’s *Grounds of Theistic and Christian Belief*. Only a small portion of each hour is given to recitation. The students write on the board syllogisms setting forth the gist of Fisher’s argument. These are criticised briefly, and then the bulk of the hour is given to a free discussion of the general subject, or of some subordinate phase of it. The object is to develop intellectual independence, to quicken originality in defending the

fundamental postulates of theism and Christianity, and above all to stimulate honest and valid methods of criticism. The class seldom meets without developing some valuable contribution of their own to the fund of information available for the defense of the faith.

There are *nine* in the class.

VII. Hebrew is an elective Bible course open to all college students. The subject holds for two hours a week through the year. The class this year, however, did not maintain its organization except during the first term. Harper's *Hebrew Method and Manual* and Harper's *Elements of Hebrew* are the text-books for this beginner's course. The method is inductive and progress is necessarily slow, but in the end very satisfactory. The order of the work is, "*first*, to gain accurate and thorough knowledge of the 'facts' of the language; *secondly*, to learn from these facts the principles which they illustrate, and by which they are regulated; *thirdly*, to apply these principles in the further progress of the work." These processes are carried on simultaneously and the knowledge of facts and principles, and their use, is constantly expanding. There were three young women in the class this year. They showed great aptitude for the language and it was a matter of sincere regret to the teacher that the class did not continue through the year.

There were *six* in the class.

The following table indicates the number of students in the College Bible Courses during the current year:

I.—20 students.
II.—14 students.
III.—15 students.
IV.—18 students.
V.— 2 students.
VI.— 9 students.
VII.— 6 students.

Total, 84 students in all courses.

School of English.

ROBERT J. PETERS,

Professor of the English Language and Literature.

The work in the School of English is three-fold, rhetorical, philological, and literary; and is distributed throughout the entire course of four years in the order mentioned.

The study of Rhetoric, theoretical and practical, constitutes the Freshman year in English. During the first semester the theory of Rhetoric is studied; and during the second semester the various principles of composition are put into practice in the writing of essays in

description, narration, exposition, and argumentation. In the second semester Rhetoric is also studied scientifically, or critically, in the rhetorical analysis of representative specimens of the different kinds of discourse.

The philological work in English runs through the Sophomore and Junior years. During the Sophomore year attention is directed to the study of Anglo-Saxon. The first semester is devoted to Anglo-Saxon grammar and syntax and to the translation of easy Early West Saxon and Late West Saxon prose. The second semester is given to the reading and study of Anglo-Saxon poetry, as selections from the "Paraphrases" of Caedmon, "The Battle of Brunanburh," "The Battle of Maldon," and "The Andreas."

In the first semester of the Junior year comes the study of Comparative Philology, which deals with language as a science and with the many principles underlying it. This course serves as an introduction to the study, in the second semester, of Historical English Grammar, or English Philology, which traces historically the rise, growth, and development of the Modern English language from the Anglo-Saxon.

The Senior year is devoted wholly to the study of English literature. In the first place, the history of English literature is traced from the Anglo-Saxon period to modern times, with special attention to the various literary tendencies and influences and their

results. In the second place, representative works in English literature are carefully read and studied in class. During the present year Shakespeare's "Hamlet" and "Othello," Milton's "Paradise Lost" (Books I. and II.), Tennyson's "In Memoriam," and some of the shorter poems of Browning were critically read and discussed in recitation. In addition to this work, much outside reading is required, and topics for investigation and research are assigned from time to time to the several members of the class, who are expected to report on their topics with carefully prepared theses.

During the present year an elective course in the History of English Prose Fiction was given. In this subject the laboratory method of study was chiefly followed. In recitation were traced and considered the rise, growth, development, tendencies, kinds, and influences of English prose fiction from the Fourteenth to the Twentieth Century. Masterpieces of the different periods were assigned for reading to the members of the class and reported on by theses which were read before, and discussed by, the class. Special attention was given to the fiction of the Eighteenth and Nineteenth Centuries, to the works of Swift, Defoe, Richardson, Fielding, Goldsmith, Scott, Bulwer-Lytton, Thackeray, Dickens, and George Elliot.

COURSES OF INSTRUCTION.

I. RHETORICAL STYLE.—Rhetoric is studied in a two-fold way: First, as an *art* or *constructive rhetoric*, which is concerned with the production of discourse; second, as a *science* or *critical rhetoric*, which traces the laws of discourse through the standard works of literature. In this course the general principles and the fundamental processes of rhetorical style are carefully studied, as they are manifested in the different kinds of diction and in the structures of the sentence and the paragraph.

TEXTS: Spencer's *Philosophy of Style*; Hill's *Principles of Rhetoric*.

II. RHETORICAL INVENTION.—This course is a continuation of Course I, and embraces a study of the fundamental principles underlying literary invention, with a critical analysis of the different kinds of discourse.

TEXTS: Hill's *Principles of Rhetoric*; Wendell's *English Composition*; Brewster & Carpenter's *Studies in Structure and Style*.

Prerequisite: Course I.

III. ELEMENTARY ANGLO-SAXON.—The phonology, grammar, syntax, and literature of the Anglo-

Saxon language are studied chiefly for the light which they throw on the study of the English language and literature. This is an elementary course, and is designed for beginners. A careful study of the grammar is made, supplemented by the translation of simple prose selections.

TEXT: Bright's *Anglo-Saxon Reader and Grammar*.

Course III. is open to Classical Sophomores and Philosophical Juniors.

IV. INTERMEDIATE ANGLO-SAXON.—In this course the Anglo-Saxon syntax and literary forms receive careful attention, while more difficult prose selections are translated, followed by the translation of simple Anglo-Saxon poetry.

TEXTS: Bright's *Anglo-Saxon Reader*; Baskervill's edition of the *Andreas*.

Prerequisite: Course III. [Optional.]

V. COMPARATIVE PHILOLOGY.—In this course the general subject of Philology, or the Science of Language, is studied according to the following heads: General characteristics of language; formation, or rise; growth and development; kinds; origin of words and of the parts of speech; beginnings of syntax.

TEXT: Whitney's *Life and Growth of Language*.

Course V. is open to Classical Sophomores and Philosophical Juniors. [Optional.]

VI. ENGLISH PHILOLOGY.—This course is a scientific study of the rise, growth and development of the English language. The history of the language from its earliest beginnings to the present time is traced, followed by a critical study of: the English vocabulary; the principles of English Etymology; the history of English inflections.

TEXT: Lounsbury's *English Language*; Earle's *Philology of the English Tongue*.

Prerequisite: Course III.

VII. SHAKESPEARE AND MILTON.—English literature is studied both historically and critically. The beginnings, growth and tendencies of English literature are viewed in the light of English history as a criticism, or interpreter of the same. In this course the poetry of Shakespeare and Milton will be considered. Special attention is to be given to Shakespeare's *Hamlet*, *Macbeth*, and to Milton's *Paradise Lost*, *Books I and II*.

TEXTS: Pancoast's *Introduction to English Literature*. Standard annotated editions of the above texts.

Prerequisite: Courses III and VI.

VIII. BROWNING AND TENNYSON.—In this course the literary movements and tendencies in English liter-

ature from the time of Dryden to that of Tennyson are carefully traced and studied. The poetry of Browning and Tennyson will be considered with special regard to the *thought* and *spiritual vitality*.

TEXTS: Pancoast's *Introduction to English Literature*; Corson's *Introduction to Browning*; Brooke's *Tennyson*; Standard annotated editions of the poetical texts.

Prerequisite: Course VII. [Optional.]

IX. HISTORY OF AMERICAN LITERATURE.—The purpose of this course is to consider the history of American literature from its beginnings to the present day. Representative authors and poems of the different periods will be studied historically and critically.

TEXTS: Pancoast's *Introduction to American Literature*; Pattee's *History of American Literature*.

Prerequisite: Course I. [Optional.]

X. MYTHOLOGY AND ENGLISH POETRY.—This course is designed to examine mythology as to its origin, nature and significance. The leading myths are to be studied, analyzed, and interpreted; and their relation and value to English poetry to be determined.

TEXTS: Gayley's *Classic Myths*; Guerber's *Myths of Greece and Rome*.

Prerequisite: Course I. [Optional.]

Courses IX and X, alternate.

Summary of attendance in the above courses of study:

- I.—19 students.
- II.—14 students.
- III.— 7 students.
- IV.— 5 students.
- V.— 6 students.
- VI.— 7 students.
- VII.— 9 students.
- VIII.— 8 students.
- IX.— 9 students.

General summary, 84 students in all courses.

Philosophy.

ALBERT MCGINNIS,

Professor of Philosophy, pro tempore.

Back of all Science, Mathematics, History, Literature, lies Philosophy, which deals with the fundamental postulates of every other branch of knowledge and of the practical life as well. It is the only study

which brings into a proper unity the truth acquired in other departments. Philosophy is the science of sciences, the means by which the genetic principles of every other science are construed in their relations as the parts of one stupendous whole.

I. The threshold of Philosophy is *Psychology*. This introduces the student to the instrument by which the deeper problems of being are discerned and solved. This instrument, the soul, is studied as a unity, with manifold powers, in correlation with a body, through which it becomes conscious of an external world. In physiological psychology the soul is investigated as the seat of sensations, which come by means of external stimuli. Then the soul's process of construing these sensations and attaining knowledge is studied. Involved in the consciousness of sensation is feeling, which is separately studied because its phenomena are unique. Involved in the process of receiving and interpreting sensations is *will*, which also demands separate treatment, because of its marked peculiarities. Knowing, feeling and willing constitute the complexity of the soul's activity as a unitary agent; this is the outcome of psychological investigation.

II. The soul being the subject of knowledge, its processes of acquisition are according to law. So far then as discursive knowledge is concerned, we are

brought to an investigation of the principles and methods of *Logic*. Here we master the laws of reasoning, so that we are able to pursue intelligently and critically our further investigation of the rational ideas of the true, the absolute, the good and the beautiful.

Next in order, then, we study the contents of these ideals. The first is *Metaphysics*, the second is *Theism*, the third is *Ethics*, and the fourth is *Æsthetics*.

III. In *Metaphysics* the popular notion of reality is criticised and the truth developed as to its nature and laws, its implication of an infinite world-ground and its cosmical and psychological significance in the forms of matter, motion, force, space, time, life and the soul.

IV. In *Theism*, the nature and attributes of the world-ground, as an intelligent, personal, ethical unity are unfolded.

V. In *Ethics*, the rational grounds and general forms of Duty are developed.

VI. In *Æsthetics* we learn the nature and laws of the beautiful, and its actualization in music, architecture, painting, sculpture, poetry, literature, oratory, histrionics and landscape.

The critical method of philosophical investigation brings principal theories (ancient and modern) under review, and thus makes the student familiar with all

types of thought, and thereby with the general history of philosophy.

Exhibit of the number of students in Philosophy.

- I.—10 students.
- II.— 9 students.
- III.— 7 students.
- IV.— 7 students.
- V.— 7 students.
- VI.— 7 students.

Total, 47 students in all courses.

History.

JOAN CAMPBELL ORR,

Professor of History and Elocution.

I. Better results are obtained in this department as our Library grows and thus increases the opportunities for original investigation and collateral readings. The study of the class in *English History* has been largely directed to the origin and development of the English institutions. Lessons were assigned in the text-book, and the thoroughness and method of preparation was frequently tested by class recitation. Such supplementary reading was given the student as would

enable him to use the knowledge thus acquired in reasoning from facts. Examinations were given during the term upon special topics and a final-examination upon the subject at the close of the year. Oral reports, maps and essays were required during the first half year; and during the last half year three special written reports upon the following subjects:

1. A historical study of a statesman.
2. A historical study of a period.
3. The workings of some national institution.

II. The instruction in *The Constitutional History of the United States* was given in informal lectures. Discussion by the students was encouraged, the purpose of this course being to teach the use of the knowledge of history, and the weighing of evidence, rather than the acquirement of new facts. The following works were used for supplementary reading:

Von Holst's *Constitutional History of the United States*; Hart's *Formation of the Union*; Thwait's *Colonies*; McMaster's *History of the People of the United States*; Wilson's *Division and Reunion*; Davis's *Rise and Fall of the Confederate Government*; James Bryce's *Commonwealth*; J. J. Lalos' *Cyclopedia of Political Science*; The American Statesman Series; The Reports of the Congress of the United States, etc.

While memory work is of secondary importance in this course, without a command of the important

facts of American history and the order in which they have occurred, a proper use of such facts can not be made. Hence the students taking this course were required to be able to name the presidents of the United States and give dates of administration, to name the states, in order of admission and to give dates of the more important acts of legislation. Each student prepared a written semi-weekly report upon some topic treated in the lecture, and four special reports at the close of the half year upon the following subjects:

1. A bibliography of a public man.
2. A legislative history of an act of congress.
3. A constitutional inquiry.

III. In the study of *The Civilization of Mediæval Europe* about half the time was devoted to a review of the history of the political, social and religious institutions of the time. The remainder of the course was given to tracing the development of civilization through these institutions. Each student was required to write two theses.

NOTE 1.—As will be seen from the report of the librarian, there have been added to the library some valuable works upon history during the present year. In view of the fact that the library is now sufficiently equipped to make such a course profitable, the instruction in *English History* will in the future, be by lecture.

1. ENGLISH HISTORY.—The course will be mainly devoted to the formative period of the English Con-

stitution and the development of its form of government.

TEXTS used as reference: Short History of the English People, John Richard Green; Growth of the English Constitution, E. A. Freeman.

2. CONSTITUTIONAL HISTORY OF THE UNITED STATES.—This is designed to be a general course on the history of the development of the constitution out of the Colonial experiences of the fathers of the Revolution and of the manner in which the government has developed into its present form.

TEXT-BOOKS for reference are: Johnston's American Politics; Epochs of American History.

3. CIVILIZATION DURING THE MIDDLE AGES.—A study of the Roman Papacy and its influence in its rise and decline. The growth and decline of "The Holy Roman Empire," and the new influences that arise at the close of the age.

TEXT-BOOKS are: History of the Middle Ages, Duruy; Civilization During the Middle Age, George Burton Adams.

(This course is open only to students who have had all the history in the other courses.)

Exhibit of number of students in each course.

I.—26 students.

II.— 9 students.

III.— 6 students.

Total, 41 students in all courses.

Elocution.

JOAN CAMPBELL ORR,

Professor of History and Elocution.

I. To the *Advanced Class in Elocution*, more difficult combinations in gymnastics are given for the development of grace and strength. Pentomic gymnastics and descriptive pantomime lead to the study of gesture as an aid to expression.

The vocal training is directed to the development of rhythm, melody and harmony in speech, resonance, and tone-color. One poem of each author is carefully studied and discussed in the class, then read for class criticism, then memorized and recited. Each student then makes a similar study of another poem of the author and reads or recites it before the class for suggestive criticism.

At the close of the first semester each student recites a lyric poem, a short story, and a short dramatic selection as the tests of his power to do independent, original work.

The second semester is devoted to the delivery of the students' own composition, though the reading of

lyrics is continued through the year. Orations, debates, and extemporaneous speaking receive attention in turn and a general discussion of principles and theory is given.

II. The Class in *Shakesperian Readings* make a study of one comedy and one tragedy of Shakespeare. Readings and presentations of selected scenes are the tests of conception and naturalness in the interpretation of character.

III. The course in *Bible Reading* was offered for the first time this year. The work has consisted of readings and criticisms by teacher and student. The forms of literature as found in the Bible were studied as an important element in interpretation.

This department has felt the need of a suitable hall for class recitals and for rehearsals for public entertainments. It is to be hoped that some arrangement will be made to supply this want.

COURSES IN ELOCUTION.

I. ADVANCED ELOCUTION.—This course is designed for those who have completed Advanced Rhetoric and will include (1) Advanced vocal expression, (2) Pantomimic expression, (3) Criticism, (4) Study of Tennyson, Burns, Wordsworth, Browning, and Shakespeare, (5) Original composition and extemporaneous speaking.

II. SHAKESPEARIAN READINGS.—Dramatic readings from comedy and tragedy and study of impersonation.

TEXT-BOOK: Hudson's Plays of Shakespeare.

III. BIBLE READINGS.—A study of the elements of interpretation of the different forms of literature with illustrative Bible readings.

TEXT-BOOKS are: The Literary Study of the Bible, Moulton; The Authorized Version of the Bible; The Revised Version of the Bible.

IV. COURSE IN ENGLISH AND ORATORY.—This course will consist of one original oration, approved by teacher of English and the teacher of Elocution and delivered in the presence of faculty and students for criticism.

Exhibit of number of students in college Elocution.

I.—19 students.

II.—36 students.

III.— 6 students.

IV.— 0 students.

Total, 61 students in all courses.

During the coming year a limited number of private pupils will be accepted in the school of Elocution.

TERMS.

Single lesson, one hour, \$1.00.

Lessons per month, two lessons per week, \$5.00.

Lessons per semester, two lessons per week, \$20.00.

Latin.

ALBERT MCGINNIS,

Professor of Latin.

ANNA MYRTLE THORP,

Assistant in Latin.

I. LIVY.—The study of Livy begins with the Freshman year, and continues three hours per week throughout the first semester. During the past year sixteen were enrolled in the class. *Greenough and Peck's Livy—Books XXI and XXII*—was used as a text. A chapter of from forty to fifty lines formed a lesson of average length. During the hour's recitation considerable attention was given to points of syntax, this being frequently found necessary for the correct understanding of a passage, and being also a preparation for the composition work to follow. The thing of paramount importance, however, was the accurate and intelligent translation of the Latin. To correctly interpret Livy the student must think the author's thoughts

after him, and only when he has learned to do this and can clothe his ideas in intelligible English is he making progress in this study. One hour each week was devoted to Miller's prose composition. Fifteen sentences formed the average lesson. These were given orally or written upon the board. The students were allowed to direct the discussion, the teacher asking a few leading questions. Pupils were expected to write out the lesson carefully before coming to class, using the Livy text and not an English-Latin lexicon for reference. It was hoped that thus they would be afforded a definite model of style, that the words and expressions of their daily reading would be impressed upon them, and that they would *acquire a feeling for the proper order of words*.

II. HORACE.—Attention is directed in this author mainly to the literary side of his works. Considerable attention is given to the principal meters, as being necessary to a fuller understanding and appreciation of the odes. The present class began with the first ode of the third book, committing to memory the first stanza, and the first stanza of Tennyson's ode in *Alcaics* to Milton. The English stanza was used as a unit of measure for the Latin meter, the class repeating again and again in concert until the measure became familiar. After reading the first six odes in this book the Sapphic meter was taken up in the *Carmen Saeculare*, followed

by selections here and there in the same measure; then other of the more important meters were taken up. Students are required to put on the blackboard schemes of these meters. A few of the choicer odes are committed to memory. A method that has been found helpful in sustaining and quickening interest, is to assign topics to the several members of the class for special study, and for collocation of passages referring to such topics. The following will serve as illustrations: The Winds; Horace's Estimate of Woman; Musical Instruments; Wines and Wine Vessels; The Certainty of Death. At the end of the year, these studies were bound and placed in the library as a donation by the class. Occasionally an ode is read to the class from Gladstone's translation.

SOPHOMORE.

III. PLAUTUS. TERENCE.—The characteristics of the Latin comedy are made prominent by the reading of one or two plays along with the peculiarities of meter and style. This course is generally supplemented by collateral reading in Martial or Pliny the Younger. This year, however, the additional work was the *Dialogus* of Tacitus.

IV. ROMAN LITERATURE.—The purpose of this course is to afford the student a concise view of the chief Latin writers with a discussion of the causes

operative in the development and decline of the literature. Mackail's text-book was used, supplemented by references to Simcox, Mommsen, and Crutwell.

V. TACITUS.—In Tacitus, an elective study of the Sophomore year, the *Agricola* and *Germania* will be read. Six students have been enrolled in this class. The main object of the study has been to obtain the contents of the author's work. To attain this the peculiarities of his style and his allusions to ancient conceptions of geography have been explained. At the completion of the *Agricola*, a literary translation of the closing chapters will be required, and the author's claim to merit as a biographer discussed. As Tacitus is our chief source of information in regard to the early Germans a careful study of their manners and customs as given by him will be made.

VI. TUSCULAN DISPUTATIONS.—This study begins as an elective in the first semester of the Junior year. In order to accommodate students in the selection of their work a class of four members was organized. As the reading of Latin has at this stage of advancement become comparatively easy, the chief aim was to make clear the author's refutation of the proposition that *death is an evil*. Archaisms as found in quotations from earlier authors were noted as they occurred. In order that the student might get a general view of Cicero's exposition of Greek philosophy

an outline of the entire book was required upon its completion.

VII. JUVENAL.—This author is offered as an elective in the Junior year. Last year there was a class of five. About eight of the satires were carefully read and reviewed. The author's character as a satirist was made prominent and he was compared with other writers of satire, particularly with Horace.

Exhibit of number of students in College Latin:

- I.—16 students.
- II.—12 students.
- III.—15 students.
- IV.—14 students.
- V.— 6 students.
- VI.— 4 students.
- VII.— 5 students.

Total, 67 students in all courses.

School of Greek.

WALLACE ELMER GRUBE,
Baird-Mitchell Professor of Greek.

I. This course is designed to introduce the student to Greek History. In its true sense, history began with Herodotus in the fifth century before Christ.

Born at Halicarnassus, in Asia Minor, of a noble family and of democratic tendencies, he very early conceived the idea of writing an history of the world. He traveled extensively, investigating the manners and customs of the people. Examining closely all monuments and gathering information from all sources. The result was an history of nine books named after the nine muses, not by him, however. He states that it is his object to relate the wars between Persia and Greece, between despotism and liberty, civilization and barbarism. Some of his finest passages are his graphic descriptions of the countries he has visited. His style is easy, graceful, and simple, using direct discourse instead of indirect. It is one of the finest examples of the Ionic dialect. This history is one of the noblest products of the Greek mind. His credibility as an historian is not of the highest type, yet he is reliable when he is relating events of his own time. The portions read are taken from books VI, VII, VIII, his description of the battle of Marathon, the debate upon the invasion of Greece, the March of the Persians, the battles of Thermopylae and Salamis. The funeral oration of Pericles as reported by Thucydides is also read. For reference, Grote and Curtius. Greek composition one hour per week is studied.

II. PLATO'S PHAEDO.—This is a course in Greek philosophy. This was the last division in literature to

be developed among the Greeks. Epic and lyric poetry had finished their course, the drama and history were developed. Many philosophers had preceded Plato, but none more distinguished. He was of noble parentage, educated by the best masters, studied under Socrates, and consequently was well suited to give the best thoughts on Greek morals and philosophy. He was a very prolific writer, and perhaps seen at his best in *Phaedo*. It is in the form of a dialogue, Socrates being the principal actor. The points discussed are: First, the argument of the cycle, that death results from life and life from death; second, knowledge is reminiscence; third, the soul is not a compound, is therefore indivisible and not subject to destruction; fourth, the soul is a principle and not a harmony. Plato uses the Greek particles very frequently. The student is required to explain the force of all of these, and connection in the sentence. His style is clear and forcible, and at times a little obscure. Greek composition, one hour per week, is embraced in this course. The class numbers eleven.

III. DEMOSTHENES DE CORONA. — Here the student is furnished a course in oratory. "The greatest speech of the greatest orator in the world." David Hume says of it, "The most perfect production of the human intellect." The speech is a defence of an accusation brought against Ctesiphon for a "Breach of

the Constitution.” Ctesiphon had proposed that Demosthenes be honored by a golden crown for his services as a member of the wall committee, and as a trustee of the theoric fund, and for his gifts of money. Aeschines preferred three charges: First, it was illegal to honor any one with a golden crown before his accounts were audited; second, the proclamation of the crown in the theater was illegal; third, false documents were deposited in the public records. The chief contention was upon the third count. When the trial came off all Greece flocked to Athens to hear it. The point at issue was not the trial of Ctesiphon so much, as whether Athens should come under the dominion of Philip of Macedon or remain independent.

Aeschines spoke first, confining himself to the first two counts in the indictment, and closes with a fine peroration. At Athens the accused could either speak in his own behalf or secure some other one to speak for him. Demosthenes spoke for Ctesiphon. The result was that the prosecution did not receive the requisite number of votes, and Aeschines fled to Rhodes to escape fine. There are some things in the oration we condemn, his intense earnestness to win his case whether right or wrong, and his egotism. We can not but admire the magnificent style of his language, the fine choice of words, and above all the excellent roll of his long and well rounded periods. There is no better

model of oratory to be studied. The entire oration is read. The class numbered seven.

IV. DRAMA.—In this course the drama is studied. The decline of lyric had its cause in the fact that the governments had changed from oligarchies to democracies. The audience was no longer the king and his court, but the whole people. The theater was the only avenue for the dramatist to reach the people, and consequently he had to apply to the state for a chorus and for defraying the expenses. It took time and experience to develop the dramatic art. Hence we find in some of the earlier tragic poets as Aeschylus the style stiff and statue-like. At first only one actor and the chorus were used. Then other actors were introduced, and the chorus was relegated to an inferior place. The *Agamemnon* of Aeschylus which is being read by the class, was performed with three actors. The facts brought out in the play are the news of the destruction of Troy, the entrapping of Agamemnon by Clytemnester, and his assassination. The character drawing is fine. Pathetic at times, and terrible. This course in Aeschylus is given in lieu of a course in Sophocles. The class numbers eight.

V. This is a varied course. Sometimes reading *Prometheus Bound*, *Seven Against Thebes*, *Clouds*, *Birds*, *Antigone* or *Medea*. This year the class read four orations of Lysias the first half of the semester.

In the study of these orations points on the Athenian constitution were examined such as phalae, demes, the Council, General Assembly, the civil and military functions, the Archons, Areopagus, the dicast, the liturgy, and choregia. We find here a different class of literature. Speeches written for other men to deliver. Lysias was a logographer. His style is simple and clear, and the ethos of his speeches fine. In the latter half of the semester *Medea* of Euripides was read. This poet was the representative of the new Athens of his day. He took his subjects from mythology, but had them actuated by every-day motives. Aristotle calls him the most tragic of the poets. His main strength lay in the delineation of human passions. His plots very frequently lack coherence, and he depends upon his striking passages rather than upon the unity of the whole. In the *Medea* the violent passion is the all-absorbing question, and he paints human nature in its wildest form, terrible for even Euripides. The class numbered eight.

VI. This course is different in different years. Last year twelve books of Homer's *Iliad* were read, the year preceding the *Odyssey* was studied. This year the *Birds* of Aristophanes is studied. For the beauty of the lyrics nothing can surpass it. It is supposed to be a caricature on the Sicilian Expedition. The comedies, like the tragedies, were brought out

upon the stage with the assistance of a chorus. The class numbers six.

In addition to the courses mentioned an extra course is given this semester in Homer. The class numbers five.

VII. GREEK LITERATURE.—While this course is designed primarily for classical students, yet it can be elected by the philosophical. It gives a complete outline and discussion of all the divisions of Greek Literature, Epic, Lyric, Drama, History, Oratory and Philosophy. Under the epic is embraced the rise of literature, the discussion of Homer and Hesoid, and Homeric poems. Under the lyric is the elegy, the iambic and melic. Under the drama, tragedy and comedy, as represented by Aeschylus Sophocles, Euripides and Aristophanes. In history we have Herodotus, Thucydides, and Xenophon. In oratory, Demosthenes, Isocrates, Lysias and Aeschimes. In philosophy, Thales, Zeno and Plato. Students are required to write a thesis on some given subject at the completion of this course. The class numbers seven.

VIII. NEW TESTAMENT GREEK.—The design of this course is to give the student not only a familiar acquaintance with the Greek, but a knowledge of the peculiarities of New Testament Greek. In view of this fact the following points are emphasized. The different uses of the tenses, and especially the peri-

phrastic present, imperfect and pluperfect. A thorough study of the participles and their different uses from classical Greek. The different modes and their uses. The less frequent use of the optative mood, and its disappearance altogether in final clauses, and the different forms of negatives, and many other things. As a general thing during the first semester the class reads one half of the Acts, studying the life of Paul in connection with this. In the latter half of the year selections are read from Luke, Matthew, John, and Paul's letters. The aim is to give the student a varied knowledge of the New Testament in the original. This course extends through the whole year one hour per week. In connection with this course a vocabulary of almost a thousand words compiled by Davis is studied. The students are urged to use the Greek Testament in the study of the Sunday school lesson, and in their devotional exercises. The class this year numbers fifteen.

Exhibit of number in College Greek:

- I.—11 students.
- II.—11 students.
- III.— 7 students.
- IV.— 8 students.
- V.— 8 students.
- VI.— 6 students.
- VII.— 7 students.
- VIII.—15 students.

Total, 73 students in all courses in the College.

French.

ANNA MYRTLE THORP, A. B.,

Professor of French.

French as laid down in the curriculum regularly begins with the Sophomore year, and continues four hours per week through two semesters. The requirement insisted upon for class entrance is that the student has had the Academic Latin or its equivalent.

I. The text used during the past year has been *Whitney's French Grammar*. About nine weeks were devoted to the study of the first thirty lessons. In each lesson some particular point of syntax was discussed, exercises in French illustrating it were translated, and English sentences bearing upon the subject were turned into French. Pupils were required to write these sentences into French before coming to class. In recitation they were expected to give them orally or to write them upon the board when the English was read. A corrected copy of his sentences was made by each pupil and transferred to an exercise book to be handed in to the teacher at the end of the week. Additional points of syntax, such as the declension of the article, the position of the object pronoun, the synopsis of regular and irregular verbs, were

emphasized again and again. Besides constant repetition of vocabularies and sentences, abundant drill in pronunciation, such as counting from one to a hundred, telling the time of day in French, and giving the negative and interrogative conjugation of the verb, was conducted. The constant aim has been to thoroughly prepare the student for reading and translating French prose with ease.

The remainining eleven weeks of the term were spent in reading Souvestre's *Un Philosophe sous les Toits*. In translation the editor's injunction "to first render fully and literally each word and grammatical form" was insisted upon. Afterwards a free translation would be accepted. The ideal moral life delineated in the book thus being made evident, attention was called to the author's classical allusions, to the manners and customs of the people, and to the various localities mentioned in and about Paris. Etymologies of various words were given, the most important irregular verbs learned, and the agreement of the participle was carefully noticed. The semester's work closed with an examination in which the ability to read at sight formed an essential feature.

II. At the beginning of the second semester seven weeks were spent on George Sand's *La Mare au Diable*. In order to quicken the student's interest, the life of the author was first studied, then her own intro-

duction in exquisite French expressing her views on life and art, and indicating her purpose in writing the story. As its simple subject and easy style presented few points of difficulty in translation, considerable attention was given to pronunciation and to dictation exercises.

It is the intention of the teacher to have the class devote the remainder of the semester to Racine's *Athalie*, in order that the pupil may become acquainted with "*the masterpiece of one of the greatest literary artists known.*" The feature to be especially emphasized in this study is the scansion of French verse. To the student already familiar with the Latin Hexameter, the scansion of the Alexandrine presents little difficulty, if he mechanically observes the rules of pronunciation. The second subject that will be noted in this more advanced work is the derivation of the French from the Latin, as shown by the persistence of the Latin acute accent in the last sonorous syllable of a French word. The literary merits of the play will be dwelt upon as the study progresses.

III. FRENCH LITERATURE.—An elective to all but students in the Ph. B. course, begins with the second semester and continues for twenty weeks, one hour per week. The work thus limited in time must necessarily be abridged in detail, yet extensive in scope. Saintsbury's *Short History of French Literature* has been

used as a text. For the first few lessons general subjects, such as the *Chansons des Gestes* and the *Fabliaux* were assigned. Afterwards the most important writers of each century were taken up, their biographies studied, their main works discussed, and their influence estimated. Extracts from their writings were quoted from time to time, to lend interest, to identify the authors, and to follow in a measure Montaigne's maxim that *knowledge should not be stuck on to the mind, but incorporated in it*.

Summary of courses in College:

I.—20 students.

II.—13 students.

III.— 6 students.

Total, 39 students in all courses.

German.

ALBERT MCGINNIS,

Professor of German.

I. FIRST COURSE.—German is intended to be studied after the student is well grounded in Latin, or in both Latin and Greek. He comes to the subject, therefore, with linguistic ideas and training, and is expected to make rapid progress. The Joynes-Meissner

Grammar is used with reading exercises almost from the beginning in some such work as Guerber's *Märchen und Erzählungen*, followed by Storm's *Immensee* or Hillern's *Höher als die Kirche* or an equivalent. Along with grammar lessons work in composition is carried on faithfully and persistently as being the readiest way of making substantial progress. The principal aim in the study of German is to put the student in possession of the power of understanding German books.

II. SECOND COURSE.—In this course Wilhelm Tell and Minna von Barnhelm or an equivalent of these two works is read with notice of more difficult grammatical points and principles of arrangement. A systematic effort is made to show the relationship of German to English by following out the various phases of Grimm's Law, in order that the student may be able to read German as largely as possible by coquates, being thus made to a considerable extent independent of the dictionary. The scientific training thus given too, is more valuable than mere training of the memory. The literary quality of the works under consideration is not held to be less important than the matters just mentioned. When such a work, for instance Leassings *Nathan der Weise*, is read, the chief subject of study is the work as an exposition of the author's religious philosophy.

III. THIRD COURSE.—The text-book used as the basis of class room work is Hosmer's History of German Literature. This brings into prominence only the more conspicuous names and events bearing upon the development of the literature of Germany. This is supplemented by references to Scherer, König, D'Aubique and others.

IV. ELECTIVE COURSE.—This year there is an elective course given in which Faust, Hermann und Dorothea, and Torquato Tasso are read. Here almost exclusive attention is given to literature and literary questions. The first was read and studied as the masterpiece of its author, the second as one of his most charming productions, the last as affording a study and analysis of Goethe himself.

Exhibit of number of students in German :

I.—14 students.

II.—12 students.

III.— 6 students.

IV.—10 students.

Total, 42 students in all courses.

Natural History and Sociology.

A. BOYD FLEEGER, A. B.,

Professor pro tempore during absence on leave of Thomas Walton Galloway, Ph. D.

I. GENERAL BIOLOGY.—This runs through the entire year, and is a lecture course. A text-book is used during the last eight weeks of the second semester for the purpose of recapitulating in simple form the instruction given in the lectures. Students have access to needed reference works in the library, also to the private library of Dr. Galloway. Special attention is given to actual work in the laboratory, students being assigned individual desks and microscopes, and provided with instruments for dissection. Careful drawings are required of *everything* studied, and notes embodying the points noticed and conclusions reached are a prominent factor in making out the standing of the student. The course during the year includes a study of the following:

A. Forms of matter (sand, pebbles, crystals, infusorial earth, plant, etc.)

Object—To deduce distinctions between *organic* and *inorganic* matter.

B. Forms of life (bread mould, bacteria, mushrooms, animals, pond scum, mistletoe, etc.)

Object—To deduce distinction between animals and plants, and make a logical classification of organic forms.

C. Protoplasm.

D. Protococcus.

E. Amœba.

F. Paramœcium.

G. Yeast.

H. Spirogyra.

I. Bread Mould.

J. Demonstration of cryptogams showing methods of reproduction.

K. Endogen—entire plant—including analysis of flower.

L. Mussel.

M. Crayfish.

N. Fish—perch.

II. STRUCTURAL BOTANY—(elective).—The textbook work in this subject is supplemented by lectures. Two hours a week are devoted to work in the laboratory, both gross and microscopic plant structure being carefully studied by the student. Abundance of material is always at hand, either furnished direct by nature or easily cultured by means of the facilities offered by the laboratory. The student is soon im-

pressed with the fact that he has been among those who "having eyes see not," and wonders at the number of things to be found out about forms that are most familiar to him. In addition to the regular laboratory work, students are required to analyze a number of flowers of the surrounding flora.

TEXT: Gray's *Structural Botany*.

Reference works: Bergen's *Botany*, Bessey's *Botany*, and Vine's *Physiology of Plants*.

III. ZOOLOGY—(elective.)—This course is meant to be even more than General Biology and Botany, a laboratory course. Not so much attention is given to the *number* of animals studied as to thoroughness of work done; it being our opinion that it is better to know well the structure of a few forms than to have an imperfect knowledge of many. The laboratory course of this year includes a study of the following:

1. Amœba.
2. Paramœcium.
3. Vorticella.
4. Starfish.
5. Fresh water mussel.
6. Grasshopper.
7. Cat.
8. Comparative osteology of man, cat, bird, fish, and turtle.

TEXT: Packard's *Zoology*—advanced course.

IV. SENIOR PHYSIOLOGY.—As nearly all of our time is required in mastering the text in this subject, little else is done except reading that bears directly upon and renders less difficult the more abstruse subjects of the text. The skeleton and manakin are at hand for use of class.

TEXT: Martin's *The Human Body*—advanced course.

Reference works: Mill's *Physiology*, Fosters *Physiology*, Gray's *Anatomy*.

V. GEOLOGY—(elective).—This subject is treated somewhat extensively in its dynamical, structural and historical aspects. Theses are required of the class upon subjects suggested by the text.

TEXT: Leuconte's *Elements of Geology*.

Summary of courses in College:

I.—11 students.

II.—14 students.

III.—6 students.

IV.—12 students.

V.—9 students.

Total, 52 students in all courses.

SOCIOLOGY.

I. INTRODUCTION TO THE STUDY OF SOCIETY—(elective).—The character of this course is well indicated by its title. Our object is not to induce in our

students a precocious inclination to reform society, but to lead them to a scientific study of man as a social being, and thus prepare the way for their afterwards becoming active, intelligent citizens. Scientific study of society is quite different from our ordinary observation of isolated social facts, in that we are led to see the interdependence of these facts, and how certain of them are causal to others. The text-book is meant to serve as a sort of laboratory manual, and the real work of the class consists in the study of social conditions as they find them in our community, and analyses of them as they have found them in other districts with which they are familiar. Theses, embodying the results of the student's research, are read in class, criticised by other members of the class and supplemented by their observations. The course has, I think, uniformly proved an incentive to further methodical study of society on the part of the students.

TEXT: Small and Vincent.

II. ECONOMICS (elective).—The subject of wealth is taken up in the phases of production, exchange, distribution and consumption. A strenuous effort is made to confine our discussion to the *science* of economics and, aside from political feeling, consider both sides of all disputed questions.

TEXT: Walker's *Political Economy*—advanced course.

Summary of courses in College:

I.—9 students.

II.—8 students.

Total, 17 students.

Department of Physics and Chemistry.

JOHN MOORE PENICK,

Professor of Physics and Chemistry.

I. A thorough course in general inorganic Chemistry is given during the first semester of Freshman year, six hours each week are devoted to the work. Each student has his own desk and is required to make experiments which have been outlined and to observe and describe while in the laboratory the results obtained. A general notion of the course may be given by mentioning some of the work that has been done by the students during the present year. Analyses and syntheses of water by both volumetric and gravimetric methods. Practice with the Endiometer and reduction of gases to standard conditions by the laws of Boyle and Charles. Determination of the volume of hydrogen evolved by the solution of a known weight of zinc in acids. Determination of the amount of oxygen evolved when potassium chlorate is decomposed

by heat. Use of burette in neutralization. Blowpipe practice.

Each student has an opportunity to prepare and to study in detail the physical and chemical properties of the more important and typical non-metallic elements. The remaining non-metallic elements are considered more briefly.

In a similar manner typical and important metallic elements are studied carefully, the remainder being only briefly considered. Instruction concerning the more general facts and theories of the science was given by a combined text-book and lecture method. Special stress was laid upon the writing of reactions, the scientific relations existing between the different elements and their compounds and the means by which the great generalizations of the science have been reached. Frequent oral and written examinations were held for the purposes of stimulating to study, for review, for giving the student practice in expression of knowledge, and for rendering that knowledge more definite and exact. The class during the present year numbered twenty-seven.

II. QUALITATIVE ANALYSIS.—A class of four is now taking an elective course in Qualitative Analysis. The subject is begun with a study of the base formers, each group is being taken by itself and the chief properties of its members shown and compared. After the

properties of each group are studied a method for the separation of the groups from other groups, and for the separation of the members of the group itself is given and illustrated by a number of analyses. When the required number of "known," "unknown" and "individual" solutions have been analyzed, a somewhat similar method will be followed with the acids. It is aimed to assign then a sufficient number of complete analyses to make clear both the theory and practice of Qualitative Analysis. Especial attention is given to the theory of solutions. Regular recitations and discussions are had, but most of the instruction is given to the individual student as he works at his desk.

III. MINERALOGY.—During the first semester an elective course in Mineralogy was given to a class of seven. The method of instruction adopted was to give a brief course in crystallography and the general physical properties of minerals. Instruction and practice in Qualitative Blowpipe Analysis followed. The remainder of the time was spent in the determination of mineral species by means of their characteristic blowpipe and other reactions and physical properties. Dana's Manual of Mineralogy was used as a text-book.

IV. ORGANIC CHEMISTRY.—During the present semester an elective course in Organic Chemistry is being given to a class of ten. This course is especially

valuable to those who contemplate entering the profession of medicine. So far the general relations of the paraffins have been considered. The students have made and studied in the laboratory such derived products as chloroform, iodoform, ethyl bromide, ethyl alcohol, aldehydes ethers, formic and acetic acids and various ethereal salts. During the remainder of the course it is expected, as in previous years, to make a few typical analyses, and to give special attention to the carbohydrates, the derivatives of the hydrocarbons of the benzene series, and the alkaloids. In addition to the laboratory practice a thorough study of Remsen's Organic Chemistry is made.

V. ADVANCED PHYSICS.—Last year an elective course in Advanced Physics was given to a class of ten. Four hours each week throughout the year were devoted to the work. An effort was made to present to the student not only the fundamental principles of Physics, but so far as possible the methods by which these have been established. The work in the course began with a brief consideration of matter, energy, and physical quantities. A somewhat extended study of Mass Physics followed. The measurement, transfer and effects of heat were then studied. The course closed with a study of the Physics of the Ether, especial attention being given to Radiant Energy and Electrodynamics. Barker's Physics was used as a text-book.

Anthony & Brackett's Text-Book of Physics and Daniell's Physics being used as reference works.

Exhibit of number of students in College classes in Physics and Chemistry:

- I.—27 students.
- II.— 4 students.
- III.— 7 students.
- IV.—10 students.
- V.— students.

Total, 48 students in all courses.

Mathematics.

ANDREW JACKSON McGLUMPHY,

Professor of Mathematics..

I. TRIGONOMETRY.—In pursuing this branch of Mathematics the principle difficulty the student encounters is found in the Spherical Trigonometry. He is aided very much in his work by the use of an artificial globe.

A good general conception of the sphere is essential to a practical knowledge of Spherical Trigonometry. By tracing out upon the surface of an artificial globe the various forms of right-angled and oblique angled

triangles, and viewing them from different points, the student will soon acquire the power of making a natural representation of them on paper, which will be found of much assistance in the solution and interpretation of problems.

For instance suppose one side of a right-angled spherical triangle to be 58 degrees and the angle between this side and the hypotenuse be 25 degrees. What is the hypotenuse, and what the other side and angle?

A student might solve this problem by the application of the proper equations or proportions, without really comprehending it; that is without being able to form a distinct notion of the shape of the triangle, and of its relation to the surface of the sphere on which it is situated.

The learner should be carefully taught that the apparent form of a spherical triangle and consequently the manner of representing it on paper, will differ with the position assumed for the eye in viewing it. From whatever point he looks at a sphere, its outline is a perfect circle in the axis of which the eye is situated; and when the eye is at an infinite distance this circle will be a great circle of the sphere. All great circles of the sphere whose planes pass through the eye, will seem to be diameters of the circle which represents the outline of the sphere.

II. SURVEYING.—This class is taught by Professor Penick. The course in Surveying is a Freshman elective. The present class numbers nine.

The course embraces work in chain surveying, compass surveying, transit surveying, laying out and dividing land and a brief course in trigonometrical surveying. The latter part of the semester is given to work in leveling, and railway curves. This last includes the running of section levels, cross section levels, drawing profiles, computation of earthwork and other necessary details.

Each student has practice in the field in handling every instrument necessary in doing the work above mentioned. The equipment of the College includes two standard transits, leveling rods, ranging rods, engineer's and Gunter's chains, 100 feet steel tape, and other minor instruments.

There is a room with a north light for drawing fitted up with tables, drawing boards and "T" squares.

Each student is expected to furnish his own drawing instruments.

III. TRANSCENDENTAL ALGEBRA.—The conception of *Function* and *Variable* is introduced at once, and is made familiar to the student by such use of it as mathematicians are constantly making. This conception lies at the foundation of all higher algebraic discussion; yet, strangely, enough, the very terms are

scarcely to be found in our common text-books, and the practical use of the conception is totally wanting.

The study of Transcendental Algebra is begun by an elementary and practical exposition of the *Infiniteesimal Analysis*. We know from our own experience that this subject presents no peculiar difficulties to ordinary minds. Indeed, it is only by this analysis that the development of functions, as in the Binomial Formula, Logarithmic Series, etc., the evolution of many of the principles requisite in solving the Higher Equations, and many other subjects, are ever treated by mathematicians, except when they attempt to make Algebras. No mathematician thinks of using the clumsy and antiquated processes by which we have been accustomed to teach our students in Algebra to demonstrate the Binomial Formula, produce the Logarithmic Series, deduce the law of derived polynomials, examine the relative rate of change of a function and its variable, etc, except when he is teaching the tyro. In our instruction we have dismissed forever these processes, and bring the student at once face to face with those elegant and productive methods of thinking which he will ever after use.

In teaching this branch of Mathematics we endeavor to keep in mind the following principles: 1. That the view presented be in line with the Mathematical thinking of to-day. 2. That everything be rigidly

demonstrated and amply and clearly illustrated. 3. When experience has shown that a majority of good students have difficulty in comprehending a subject, special pains should be taken to elucidate it. 4. No principle is thoroughly learned by a student until he can apply it, and nothing so *fixes* principles in the mind as the use of them.

IV. ANALYTIC GEOMETRY.—In passing from Geometry to Analytic Geometry, the student should see that while the field of operations is extended, the subject matter is essentially the same; and that what is fundamentally new is the *method*, the lines and surfaces of Geometry being replaced by their equations. His chief difficulties are: 1. A thorough understanding of the device by which this substitution is effected; hence in our instruction considerable attention is paid to this simple matter. 2. The acquisition of an independent use of the new method as an instrument of research. To clear up this difficulty we use problems illustrative of the analytic, as distinguished from the geometric, method of proof. The student soon learns that the real example in Analytic Geometry is the application of the method to the discovery of geometrical properties and forms.

Much of the value of Analytic Geometry, as a disciplinary study, is derived from a careful considera-

tion of the process of passing from the concrete to the abstract and the converse. In our instruction we give this subject a large share of our attention.

V. DIFFERENTIAL AND INTEGRAL CALCULUS.—

The Infinitesimal Calculus is generally considered to be the most difficult branch of pure Mathematics to which the attention of the student is directed. It is certainly the most powerful instrument of investigation known to the mathematician, and its philosophy is as profound as its methods are far-reaching and comprehensive. But we are thoroughly satisfied from experience in the class-room that its difficulties, in so far as they are not purely algebraic, are due quite as much to the manner in which its first principles are usually exhibited, as to any inherent obscurity in the subject itself. We spare no pains to remove all grounds for the feeling of uncertainty which often possesses the student at the very outset, and from which he rarely finds it possible afterward to extricate himself.

VI. ASTRONOMY.—Nearly all who have written Treatises on Astronomy, designed for young learners, appear to have erred in one of two ways; they have either disregarded demonstrative evidence, and relied on mere popular illustration, or they have exhibited the elements of the science in naked mathematical

formulae. The former are usually diffuse and superficial; the latter, technical and abstruse.

We endeavor to unite the advantages of both methods. First, to establish the great principles of Astronomy on a mathematical basis; and, secondly, to render the study interesting and intelligible to the learner, by easy and familiar illustrations. We would not encourage any one to believe that he can enjoy a full view of the grand edifice of Astronomy, while its noble foundations are hidden from his sight; nor would we assure him that he can contemplate the structure in its true magnificence, while its basement alone is within his field of vision. It is evidently possible to follow out all the intricacies of an analytical process, and to arrive at full conviction of the great truths of Astronomy, and yet know very little of nature. According to our experience, however, but few in the course of a liberal education will feel satisfied with this. They do not need so much to be convinced that the assertions of astronomers are true, as they desire to know what the truths are, and how they were ascertained; and they will derive from the study of Astronomy little of that moral and intellectual elevation which they had anticipated, unless they learn to look upon the heavens with new views, and a clear comprehension of their wonderful mechanism.

The following table exhibits the number in attendance upon the classes of the department of Mathematics.

- I.—27 students.
- II.— 9 students.
- III.—12 students.
- IV.— 0 students.
- V.— 0 students.
- VI.—10 students.

Total, 58 students in all College classes.

Schools of Instruction in the College.

SCHOOL OF BIBLICAL INSTRUCTION.

DR. BLACK.

- I. Life of Christ.... I W. First Sem.
 - II. Life of Christ I W. Second Sem.
 - III. New Test. Greek I F. Prof. Grube, First Sem.
 - IV. New Test. Greek..... I Th. Prof. Grube, Second Sem.
 - V. Life of Paul..... I S. First Sem.
 - VI. Life of Paul..... I S. Second Sem.
 - VII. Genesis and Science... I T. First Sem.
 - VIII. Genesis and Science... I T. Second Sem.
 - IX. Apologetics..... I Th. First Sem.
 - X. Apologetics..... I Th. Second Sem.
 - XI. Hebrew... .. 2 First Sem.
 - XII. Hebrew 2 Second Sem.
- I, II, III, IV, VII, VIII, IX, X, required for A. B. degree.
 I, II, V, VI, VII, VIII, IX, X, required for Ph. B. degree.
 I, II, IX, X, required for B. L. degree.

SCHOOL OF THE ENGLISH LANGUAGE AND LITERATURE.

PROF. PETERS.

- I. Rhetorical Style..... 2 First Sem.
- II. Rhetorical Invention..... 2 Second Sem.
- III. Elementary Anglo-Saxon..... 2 First Sem.
- IV. Intermediate Anglo-Saxon..... 2 Second Sem.
- V. Comparative Philology..... 2 First Sem.
- VI. English Philology..... 2 Second Sem.
- VII. Shakespeare and Milton..... 2 First Sem.
- VIII. Browning and Tennyson.. . . . 2 Second Sem.
- IX. History of American Literature... . 2 Second Sem.
- X. Mythology and English Poetry.. . . 2 Second Sem.

Courses I, II, III, VI, VII, required.

Courses IX and X, alternate.

SCHOOL OF PHILOSOPHY.

PROF. MCGINNIS.

- I. Psychology. }
- II. Logic. } 4 First Sem.
- III. Ethics..... }
- IV. Aesthetics. } 2 Second Sem.
- V. Metaphysics }
- VI. Theism. } 4 Second Sem.

I, II, V, VI, required for A. B. and Ph. B. Degrees I and II, required for B. L. degree.

SCHOOL OF SOCIOLOGY.

DR. GALLOWAY.

- I. Sociology..... 2 First Sem.
- II. Economics 2 Second Sem.

SCHOOL OF HISTORY.

MISS ORR.

- I. History England. 2 First Sem.
 - II. History England..... 2 Second Sem.
 - III. Constitutional History..... 2 First Sem.
 - IV. History Civilization..... 2 Second Sem.
- I and II required.

SCHOOL OF ELOCUTION.

MISS ORR.

- I. Advanced Elocution..... 2 First Sem.
 - II. Advanced Elocution..... 2 Second Sem.
 - III. Shakespearean Readings.. 1 First Sem.
 - IV. Shakespearean Readings.. 1 Second Sem.
 - V. Bible and Hymn Reading..... 1 Second Sem.
- I and II required.

SCHOOL OF LATIN.

PROF. MCGINNIS AND MISS THORP.

- I. Livy 3 First Sem.
 - II. Horace..... 3 Second Sem.
 - III. Plautus, Terence..... 2 First Sem.
 - IV. Tacitus 2 Second Sem.
 - V. Tusculan Disp..... 2 First Sem.
 - VI. Juvenal..... 2 Second Sem.
 - VII. Latin Literature..... 1 First Sem.
- I, II, and VII, required.

SCHOOL OF GREEK.

PROF. GRUBE.

- I. Herodotus. 3 First Sem.
 - II. Phaedo 3 Second Sem.
 - III. Demosthenes de Corona. 2 First Sem.
 - IV. Oedipus Tyrannus. 2 Second Sem.
 - V. Aeschylus. 2 First Sem.
 - VI. Aristotle Nicho. Eth. 2 Second Sem.
 - VII. Greek Literature. 1 Second Sem.
 - VIII. New Testament. 1 First Sem.
 - IX. New Testament. 1 Second Sem.
- I, II, VII, VIII, and IX, are required for A. B. degree.

SCHOOL OF FRENCH.

MISS THORP.

- I. Grammar. 4 First Sem.
 - II. Grammar, Reader 4 First Sem.
 - III. French Classics. 4 Second Sem.
 - IV. French Classics 4 Second Sem.
 - V. French Literature 1 Second Sem.
- I, II, III, IV, V, required for the Ph. B. degree. Elective for A. B. and B. L. degrees.

SCHOOL OF GERMAN.

PROF. MCGINNIS.

- I. Grammar 4 First Sem.
 - II. Grammar, Reader 4 First Sem.
 - III. German Classics. 4 Second Sem.
 - IV. German Classics. 4 Second Sem.
 - V. German Literature. 1 Second Sem.
- I, II, III, IV, V, required for the Ph. B. degree. Elective for A. B. and B. L. degrees.

SCHOOL OF NATURAL HISTORY.

DR. GALLOWAY.

- | | | | |
|-------|------------------------------|---|-------------|
| I. | General Biology..... | 2 | First Sem. |
| II. | General Biology..... | 2 | Second Sem. |
| III. | Zoology..... | 2 | First Sem. |
| IV. | Botany..... | 2 | Second Sem. |
| V. | Comparative Physiology..... | 2 | Second Sem. |
| VI. | Geology..... | 3 | Second Sem. |
| VII. | Meteorology..... | 2 | First Sem. |
| VIII. | Comp. Anat. Vertebrates..... | 4 | First Sem. |
| IX. | Comp. Anat. Vertebrates..... | 4 | Second Sem. |
| X. | Cryptogamic Botany..... | 4 | First Sem. |
| XI. | Cryptogamic Botany..... | 4 | Second Sem. |

Comparative Anatomy and Cryptogamic Botany are given on alternate years.

I, II, V required. One hour additional laboratory work required in connection with Courses I and II.

Two hours additional laboratory work required in connection with Courses III and IV.

SCHOOL OF CHEMISTRY AND PHYSICS.

PROF. PENICK.

- | | | | |
|------|---------------------------|---|-------------|
| I. | General Chemistry | 4 | First Sem. |
| II. | Qualitative Analysis..... | 4 | Second Sem. |
| III. | Mineralogy.. .. | 2 | First Sem. |
| IV. | Mechanics. | 4 | First Sem. |
| V. | Advanced Physics..... | 4 | Second Sem. |
| VI. | Quantative Analysis | 4 | First Sem. |
| VII. | Organic Chemistry. | 4 | Second Sem. |

I required. An extra fee of \$10 required from those taking Courses II and VI.

SCHOOL OF MATHEMATICS.

DR. MCGLUMPHY AND PROF. PENICK.

- I. Trigonometry 4 First Sem.
- II. Surveying 4 Second Sem.
- III. University Algebra 3 First Sem.
- IV. University Algebra 3 Second Sem.
- V. Analytical Geometry 3 First Sem.
- VI. Calculus 3 Second Sem.
- VII. Astronomy 3 Second Sem.

I, III, IV required for the A. B. and Ph. B. degrees. I required for the B. L. degree.

SCHOOL OF MUSIC.

PROF. PLACE.

- I. Vocal Culture and Sight Singing 1 First Sem.
- II. Vocal Culture and Sight Singing 1 Second Sem.
- III. Orchestra 1 First Sem.
- IV. Orchestra 1 Second Sem.
- V. Harmony 1 First Sem.
- VI. Harmony 1 Second Sem.

I and II elective, provided the *class* pays \$25.00 for the instruction. III and IV optional. V and VI may be taken at \$5.00 a term, provided that a class of not less than *five* is organized

Requirements for Graduation.

THE CLASSICAL COURSE (A. B.)

The conditions for graduation with the degree of "Bachelor of Arts," are the completion of seventy hours of required work and sixty hours of elective work, making a total of one hundred and thirty hours work per week for one semester, on the terms specified under the various schools. The basis of the estimate is *one* semester of twenty weeks. The average work done by a student is sixteen hours a week. The hours in the laboratories in 1899 will be reckoned at one half their face value. At the rate of sixteen hours per week per semester the course would be completed easily in eight semesters, or four years. An exceptionally able student might accomplish eighteen hours per week, and thereby finish his course in three and a half years. As a rule, we do not recommend any student to take more than sixteen hours of work per week. No student will be allowed to take more than this amount of work except by a vote of the faculty. All laboratory hours will count for *half* their full value.

The Freshman Class.—Students who are in the act of completing thirty-two hours' work as prescribed will be entitled to standing as Freshmen.

Sophomore Class.—Students who are in the act of completing ninety-eight hours of prescribed work will be entitled to standing as Sophomores.

The Junior Class.—Students who are in the act of completing sixty-four hours of prescribed work will be entitled to standing as Juniors.

The Senior Class.—Students who are in the act of completing one hundred and thirty hours of prescribed work will be entitled to standing as Seniors.

Advanced Standing.—Students who have been in attendance at any of the colleges represented in the Cumberland Presbyterian Inter-College Association, or in the Missouri College Union, or at any institution of like grade, will be admitted to advanced classes on the following conditions: (1) Provided they furnish properly accredited grades from such colleges as to the number of hours completed on specified subjects; and (2) provided they are properly accredited morally. All other students will be examined on such subjects as they wish credit for.

Graduates in Arts.—Students who have completed one hundred and thirty hours of prescribed work in the College, having passed all examinations successfully, and who pay ten dollars into the treasury of the College, will be entitled to graduation with the

degree of Bachelor of Arts, and will receive the diploma of the College to that effect.

THE PHILOSOPHICAL COURSE (PH. B.)

The conditions of graduation with the degree of "Bachelor of Philosophy" are the completion of eighty-one hours of required work and fifty-seven hours of elective work, making a total of one hundred and thirty-eight hours of work per week for one semester, on the terms specified under the various schools.

The completion of thirty-four hours' work entitles the student to standing as a *Freshman*; sixty-eight hours, a *Sophomore*; one hundred and four hours, a *Junior*, and one hundred and thirty-eight hours, a *Senior*.

The conditions for advanced standing and for graduation are the same as in the Classical Course, to which the student is referred for further information.

THE ENGLISH COURSE (B. L.)

Those who teach in the public schools will find this course specially valuable, as it will fit them thoroughly for any high school work. The conditions for graduation with the degree of "Bachelor of Letters" are the completion of sixty-six hours, of RECOMMENDED work. A good deal of liberty will be allowed, but no

study will be admitted as a part of this course except it be taken with the consent of the faculty.

Students who complete thirty-four hours of work in this course will receive *Freshman* standing.

Students who complete sixty-six hours of work in this course, and who pay ten dollars into the treasury of the College will be graduated with the degree of Bachelor of Letters.

Class Honors.

It is the universal custom in colleges to award special honors to specially gifted and specially faithful students. "First Honors," in the Senior Class giving the right to the Valedictory on Commencement day, and "Second Honors," entitling to the Salutatory address. This is frequently unsatisfactory as only *one* can be accorded "first honors," and only *one* "second honors." Where natural gifts and class work have been nearly equal, the awards are very arbitrary and often unjust. It is proposed in this college to give all an equal opportunity. The basis of the awards will be the *grades* of the students, for the *whole year*, in *recitation and deportment*. Students, whose *average* grade lies between 85 and 91 will be awarded *Cum Laude* rank. Those whose average grade lies between

92 and 96 will be awarded *Magna Cum Laude* rank, "Second Honors." Those whose average grade ranks above 96 will be awarded *Summa Cum Laude* rank, "First Honors." This places every student upon his record, and discriminates against none, as all the members of the class may obtain first honors, if all strive for it and are successful in their deportment and work. These awards are made at the close of each year in June to all classes in the College, Freshman, Sophomore, Junior and Senior; and also in the Senior class in the Academy.

In the general class grading a somewhat different method prevails. Students, with respect to the merit of individual studies, are divided into five classes; and they receive their reports, not by the decimals, but by classes. 97-100 is Class 1; 92-96 is Class 2; 85-91 is Class 3; 75-84 is Class 4; 0-74 is Class 5. The last is the class of failures.

Government.

The faculty will aim to exercise a parental and moral supervision over the conduct and character of the students. The latter will be held responsible for proper deportment, a decorous intercourse among themselves, a respectful treatment of their officers, a

faithful observance of the hours appointed for study, and a punctual attendance upon all prescribed exercises of the College. Leave of absence will be granted in extreme cases before the close of the term, but only by permission of the faculty. Parents and guardians are earnestly requested to confer with the faculty beforehand, and to expect such leave only in cases of extreme necessity.

In harmony with the above requirements, the following things are positively forbidden: All disorder in rooms for study, or in the College building; absence from recitation or other enjoined exercises without previous permission or sufficient excuse thereafter; communication during prayer, recitation or other exercise; social visiting during study hours; all association of the *sexes* except at prescribed periods; injury to College property; the use of intoxicating drinks; the use of tobacco on College premises; all offensive or indecent language or behavior; playing at billiards, cards or other games of chance; visiting saloons; the desecration of the Sabbath, and all other things inconsistent with the utmost propriety of conduct, and, therefore, adverse to the most successful improvement of the students, intellectually and morally.

The literary and other societies of the College are under the control of the faculty. No secret organi-

zation will be allowed among the students. No public entertainments shall be given by any society without permission from the faculty, and when such permission is granted all the exercises intended for any entertainment shall be presented to the faculty for its approval as to matter and program before their public delivery. No one who is not in regular attendance at the College can be a member of the literary societies, or take part in the literary exercises of the same. The following pledge will be exacted of each student as a condition of entrance to the College:

I, the undersigned, as a condition of admission as a student in the Missouri Valley College, do hereby declare and promise, upon my honor and without mental reservation, that I will not join as a member or attend the meetings of any secret literary or social organization, unless the same has been first approved by the Faculty of Missouri Valley College.

The penalty for the violation of the rules of the College shall be such as the faculty may see fit to inflict.

A WORD TO PARENTS AND GUARDIANS.

With great emphasis we urge all who send their children to us to be careful about giving them too much pocket money or too great liberty in contracting

debts. And they ought to be carefully instructed as to the value and economical use of money. We sometimes have students with a very slight comprehension of economy who, to the disgust of their friends at home, squander with an indiscretion that is hurtful to everybody concerned. There is hardly a thing or scarcely a vice that so fatally interferes with study as the lavish and careless spending of cash by students at school. We are certain that we cannot do those who are at school and those who send their children here a greater favor than to bring this important matter to their notice and to beg of them, both for their own profit and for the better training of the pupils in habits of economy, that they give special attention to this suggestion.

ACCESSIBILITY.

Marshall is accessible from all parts of the country via the Chicago & Alton R. R., or via the Missouri Pacific R. R. It is on the main line of the C. & A. R. R., and on the Booneville Branch of the Missouri Pacific R. R. These, with their connections, furnish ample conveniences for reaching Missouri Valley College from all portions of the world. Consult the nearest railroad ticket agent and he will give you all necessary information.

LOCATION.

The College is beautifully located on a commanding eminence, at the city of Marshall, which is the capital of Saline county. The soil in this county is noted for its productiveness, and the inhabitants are distinguished for their thrift. The climate is exceptionally healthful, the air being pure and stimulating. The mean annual temperature, as reported in the tenth census, is 50-55 degrees, the same as Pittsburg, Philadelphia and New York. This is five degrees cooler than the mean annual temperature of St. Louis, Louisville and Washington. The annual rainfall is 35-40 inches, five inches less than that of St. Louis, Philadelphia and New York. Putting these two facts together, it is at once seen that the climate of Marshall is as delightful and healthful as could be desired. In fact, in point of climate, it is equal to the great health resorts of the country. and, in point of beauty of landscape, it is second to none.

EXPENSES.

It has been the object of the Board of Trustees to place the advantages of higher education within the reach of all; they have, therefore, put the tuition at very low figures, it being \$25 in the Academy, \$30 in the Freshman and Sophomore classes in the College, and \$40 in the Junior and Senior classes in the College.

Students in the English course pay \$30 for the first and \$40 for the second year.

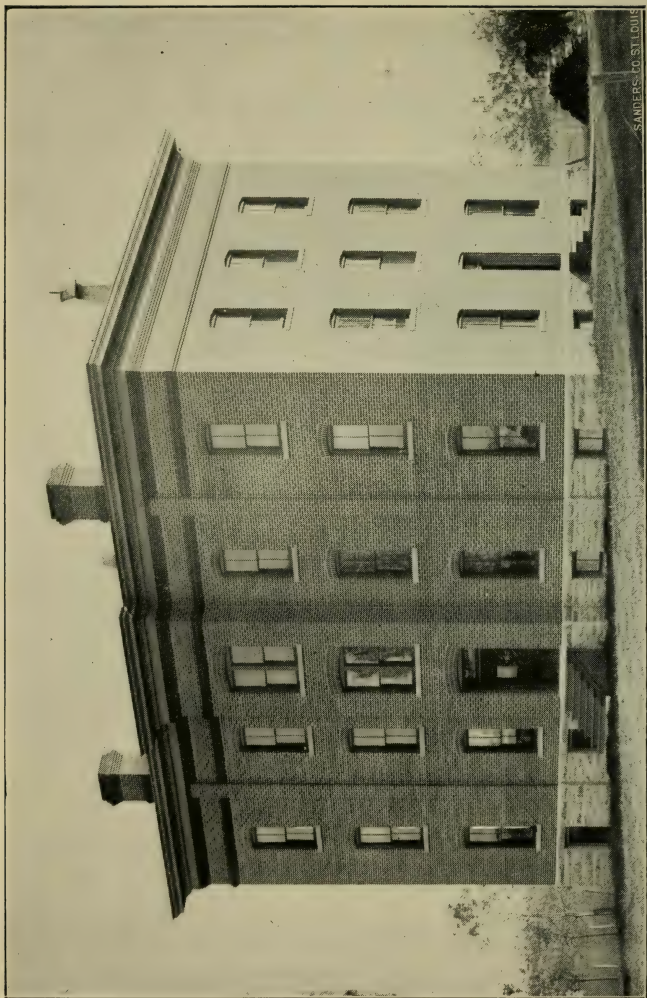
Boarding can be obtained in good families in the city of Marshall \$2.25 to \$3.50 per week, including furnished room, fuel and light. Laundry will cost from 50 cents to \$1.00 per month. See page 129 for boarding terms in the Dormitory.

ESTIMATE OF EXPENSES.

	Lowest.	Highest.
Tuition, 40 weeks...	\$ 25 00	\$ 40 00
Boarding, 40 weeks...	90 00	140 00
Laundry, 40 weeks ..	5 00	10 00
Fees, Laboratory, Library, etc., 40 weeks..	6 00	6 00
Books, 40 weeks.....	5 00	15 00
Total expense per year....	\$131 00	\$211 00

Candidates for the ministry and the children of *pastors* are allowed free scholarships on condition of obedience and diligence. The tuition is immediately collected from such when their department falls below class *two*. All are required to pay the usual matriculation fees. Candidates must furnish certificates from the stated clerks of their Presbyteries as to their standing.

All tuitions and fees must be paid in advance, at the beginning of the Semester. Students are not admitted to recitation until they produce the treasurer's receipt.



SANDERS TO ST. LOUIS

THE DORMITORY.

The Dormitory.

By the beneficence of the friends of the College in 1895, the Dormitory, an imposing three-story brick structure, was erected on the College campus. It contains twenty-four living rooms, eight on each floor, each accommodating two students. In addition, the basement contains the kitchen, dining-room, coal-room, and the bath-rooms of the Y. M. C. A. Besides there are two trunk rooms. The building is lighted by electricity. Water is piped into it. The money for erecting this handsome edifice was subscribed by the Presbyteries and individuals of the church. Some of the Presbyteries are *still delinquent*, and should take steps to pay up *promptly*. It was built chiefly for young preachers, but others are admitted.

The club was organized in 1893 as a private enterprise with nine members. It proved quite successful, and has grown until now it has a membership of forty. The expenses for board, room-rent, fuel and washing have been reduced to a minimum. The total expenses for this year, ending June the second, will not exceed two dollars and twenty-five cents (\$2.25) per week.

The club is composed of many of the best students of the College, is thoroughly organized, and strict dis-

cipline is enforced. Study hours are from 2 p. m. to 4. p. m., and from 7 p. m. to 12:30 p. m. on the following day; during which time no unnecessary noise is allowed in the building. All boisterous conduct is forbidden. Devotional exercises under the direction of the chaplain are conducted each evening after supper. In fact, all the laws of decency and propriety are enforced, and a premium is placed on gentlemanly conduct. The officers at present are: W. A. McCammon, president; J. L. Brooks, first vice-president; C. W. Smith, second vice-president; J. C. Engel, secretary and treasurer; H. S. McCord, chaplain. The club extends congratulations to the management of the institution, thanks to those who have contributed to their present support, and a cordial invitation to new students to enter the Dormitory.

General Information.

COLLEGE EQUIPMENT.

The building is entirely finished and furnished so that students have very superior advantages.

THE CHEMICAL LABORATORY

has a fine stock of apparatus in a room on the third floor, especially devoted to this purpose. Chemicals

and instruments are furnished for the use of the students in their work, and every facility is afforded for acquiring a practical knowledge of the subject through actual experiment. Across the corridor is a similar apartment fitted up with

PHYSICAL APPARATUS

for the use of students in illustrating and mastering the problems and facts of physics. Dynamics, Acoustics, Heat, Light, and Electricity can here be studied by actual experiment. On the second floor is the elegant suite of rooms constituting

THE BIOLOGICAL LABORATORY.

These are supplied with proper furniture for the practical study of biological subjects, so that students have excellent facilities. Special provision is made for microscopic work, several fine German microscopes having been imported for this purpose.

THE COLLEGE LIBRARY.

ROBERT J. PETERS, Librarian.

The Library contains about three thousand three hundred volumes and many valuable pamphlets, covering the fields of history, literature, science, and philosophy. All these volumes and pamphlets are classified according to subjects, so that the reference and consultation may be as convenient as possible.

The Library is primarily designed as a literary laboratory for individual study and private research. Here students may investigate the various subjects assigned to them in the several departments of the College, or may privately study subjects in which they may be interested. During the past year, according to actual census, the Library was used for these purposes by fifty-three students a day, three hundred and sixteen students a week, twelve hundred and sixty-four students a month, and twelve thousand, six hundred and forty students during the whole scholastic year. From these figures can be seen concretely the value and usefulness to the College of the Library. This census clearly shows to the patrons of the Library the practical worth of their gifts and benefactions.

The Library is open for college students from 10 A. M. to 12 M. under the supervision of members of the Faculty, and for all the students from 2 P. M., to 5 P. M., under the care of proctors. Special Music and Art students may avail themselves of the advantages of the Library by paying the regular fees.

Within the past year many valuable books have been added to the departments of history, literature, and science. Also, many governmental documents of great worth to the several departments have been received through the kindness of the Hon. Senator F. M. Cockrell, Washington, D. C., the Hon. J. P.

Tracy, Springfield, Mo., the Hon. James Cooney, Marshall, Mo., and the Rev. Peter G. Rea, Marshall, Mo.

An important and new feature of the Library, is the Pearsonian Alcove. For a year or so the Pearsonian Literary Society has been collecting a library of its own. This library, consisting chiefly of standard works in English literature and history, is now placed in the College Library, and is open for use to all the College students. During the past month the Society has been making special efforts to enlarge its library, and has increased the number of books to five hundred or more.

On the reading tables may be found the leading literary, scientific, religious, professional and college magazines of the day. Below is inserted the list of periodical literature taken by the Library:

Atlantic Monthly	School Review
Harper's Magazine	Homiletic Review
Century Magazine	Missionary Review of the World
North American Review	Classical Review
Forum	Missionary Record
Popular Science Monthly	Harper's Weekly
Review of Reviews	Scientific American
Quarterly Journal of Micro- scopic Science	Scientific American Supple- ment
Literary Digest	The Cumberland Presbyterian
The Western College Maga- zine	The Observer
Educational Review	Werner's Magazine
The Congressional Record	U. S. Patent Office Gazette
Bulletin Missionaire	Bulletin of the Bureau of American Republics

THE GYMNASIA,

of which there is one for ladies and one for gentlemen, both situated on the first floor, are fitted up with a sufficient variety of apparatus to afford all forms of needed exercise. Dumb bells, Indian clubs, wands, wall machines, trapezes, traveling rings, horizontal bars, parallel bars, rowing machine, Swedish horse, quarter-circle, mats, etc., constitute the equipment. The gymnasia are comfortably warmed and well lighted and ventilated.

THE CAMPUS

is spacious and is adorned with about 1,200 evergreen and deciduous trees. The Horticulture Society had its landscape gardener to visit Marshall for the purpose of making a suitable design for the planting, and then the Secretary, L. A. Goodman, Esq., came and personally superintended the work on Arbor Day in 1891.

Ample provision has been made for all forms of

ATHLETIC SPORTS,

such as base ball, foot ball, basket ball, lawn tennis, running and leaping. These are encouraged by the Faculty for the sake of the physical culture of students.

The college has several acres of the campus laid out as Athletic Grounds. This includes a football "gridiron," baseball "diamond," and tennis courts

both clay and cinder. During the fall of '97 football matches have been played with local and visiting teams. At present a large number of men are playing baseball and from these the "college nine" will be selected to represent the students in contests with other colleges. During commencement week one afternoon is given to field sports when there are contests in running different distances, broad and high jumping, putting the shot, throwing the hammer, and other athletic events.

SOCIAL LIFE.

The student's intercourse with his fellows is under the supervision of the Faculty. Regard is had for the needs of the social nature, but the mingling of the sexes is guarded so as to prevent unwise intimacies and loss of time from study. Most of the students being absent from home, the College authorities take the place of parents so far as possible.

THE LITERARY SOCIETIES,

of which there are three—the PEARSONIAN, the HOUXONIAN, and the BAIRDEAN—have beautiful halls on the third floor, which they have furnished most handsomely and conveniently, and at large expense. The membership in each is composed of both sexes, this mingling of the sexes being found decidedly advantageous, both in regard to the order and the efficiency of the societies.

THE PEARSONIAN LITERARY SOCIETY.

EDGAR V. HEADEN, President.

On the sixteenth day of September, 1897, the Pearsonian Society, ambitious to write the history of its most successful session, entered upon the eighth year of its existence with bright prospects, and the development of the year's work has in no way proved a disappointment.

As has been the annual custom, the public was invited to enjoy one of its programs which was rendered in the college chapel on the evening of December 16, and pronounced by its friends as one of the best entertainments ever given by the society.

The society furnished its full quota of representatives for the inter-society-oratorical contest, carrying off second prize.

With Miss Belle Campbell and Mr. A. F. Zeigel as its representatives the Pearsonian society took part in the first inter-society debate of the year and carried off the palm of victory from a hotly contested field.

But the most important of its public exercises of the year has not yet been brought to completion, namely, the celebration of library day at which time the society will place five hundred volumes of good books in its alcove in the college library.

These public exercises are but the outward manifestation of the internal workings of the society; for, by far the most pleasing and profitable work has been done within the society hall. Here perfect harmony prevails, the society, divided into four sections, each section rendering the afternoon program in its turn, has endeavored with gratifying success, especially among the new students, to develop the latest talents of its members.

With "*Usus est Magester Optimus*" as its motto, personal and society development as its aim, striving earnestly for excellence and success, the Pearsonian society has ever striven to exalt the fair name of its Alma Mater.

THE HOUXONIAN LITERARY SOCIETY.

NORA ROBERTSON, President.

The object of the Houxonian Society is to foster a taste for literature, public speaking and to teach the rules of Parliamentary practice. Organized for this three-fold purpose, it has ever been our policy to maintain a high standard of literary merit among our students. For attaining this ideal the students are given work which will gradually lift them to this standard. Beginning with what is most familiar to the individual, it is our aim to gradually change his duties so as to develop the trained orator and debater. We strive to

encourage literary merit in even the humblest of the performances, and for this purpose we have critics, elected at stated times, for criticising the work and manner of performance.

The work opened in the fall of 1897 with bright prospects and the interest has been well maintained, the improvement being very marked. In our public work we have held a creditable place. In the inter-society debate held the last of the first semester, we were ably represented by Mr. W. C. Gordon and Miss Nora Robertson. They gave the Pearsonian debaters a very close race, and the debate was acknowledged to be one of the hardest fought debates in the history of Association. Mr. Gordon was elected as one of the college representatives on the inter-collegiate debate.

The Houxonian open session of this year surpassed that of all previous years. The program was drawn from Tennyson. Among the numbers were "The Dream of Fair Women" and a dramatized presentation of "The Princess." This contributed no little to the year's entertainment.

On the whole, our work for this year has amply justified our existence.

THE BAIRDEAN LITERARY SOCIETY.

ARTHUR E. PERRY, President.

Since a large number of Bairdeans were graduated from college in '97, and another large number were

forced to remain out of school this year, the society at the beginning of the year found itself weak in numbers and intellectual strength. However, with a reputation for vigorous and faithful work remaining from the past years, and with a body of determined students to set forth the claims of the society to those who entered college this year, the membership of less than thirty was considerably more than doubled. Society spirit was present from the beginning of the year. The members, old and new, entered into the regular society duties with enthusiasm. So careful was the preparation for the weekly meetings that it was for a time thought necessary to change the requirement of performance from once in three to once in four weeks. But by urging that the performers condense and intensify their performances, this change so disastrous to a society's progress was made unnecessary.

The Bairdean society defeated both the other societies in debate last year, and has held the silver cup this year as an emblem of its championship. According to the inter-society debating rules, the Bairdeans were released from the debating contests during the first semester, while the two other societies contended for the right to challenge the Bairdeans.

In the annual oratorical contest, the Bairdean representative, Mr. G. H. Mack, won the first prize, the

six judges, for the first time in the history of the college being unanimous in the award.

One open session, with the title, "Harbingers of Yule Tide," was given just before the holidays. The careful preparation and the pleasing delivery of the whole apparently impressed favorably the large audience present.

The revision of the Constitution, and the printing of a new supply for distribution is one of the events of the society year.

Since the last catalog went to press the walls of the society hall have been beautifully painted and stenciled. A movement is now begun to seat the room with opera chairs, which with the superior shape of the hall will make its attractiveness unexcelled in the college.

RELIGIOUS LIFE.

Each student is required to attend Sabbath School and Divine Service once every Sabbath. Failing to attend, he must provide an excuse from the President at roll call on Tuesday.

In addition to this requirement, the first hour's recitation is opened each day with prayer by the members of the Faculty in their separate rooms; and at noon all students assemble in the Chapel for public worship. Attendance upon Chapel exercise is required.

THE CHRISTIAN ASSOCIATIONS.

In the moral and religious life of the College, the Young Men's Christian Association and the Young Women's Christian Association hold positions of influence and responsibility. Standing, as they do for the advancement of the spiritual life, and having in their membership the best students of the College, they have the opportunity of influencing greatly the life of every student. Their work is carefully planned to this end. Both Associations conduct devotional and personal workers' Bible classes, and, besides a Sunday afternoon meeting, both hold daily services of twenty minutes length. All are well attended.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

ARTHUR E. PERRY, President.

In addition to the various religious influences which the faculty throws about the new students, the Young Men's Christian Association, a distinctively students' organization, exists in the College. The aim of this society, as expressed in the constitution, is as follows:

"The object of the Association shall be to promote growth in grace and Christian fellowship among its members, and aggressive Christian work, especially by and for students; to train them for Christian service; and to lead them to devote their lives to Jesus Christ,

not only in distinctively religious callings, but also in secular pursuits.”

Under the able leadership of Mr. W. C. Gordon, president, and Mr. W. J. Hail, secretary, the Association has done good work during the past association year, which ended March 1. Daily and Sunday devotional meetings have been maintained throughout the year. Occasional missionary meetings have been conducted. A heavy indebtedness has been liquidated. The excellent system of tub and spray baths in the basement of the dormitory has been kept in operation. A high-grade entertainment course has been given in the Marshall Opera House with seven excellent numbers as follows: A picture play by Alexander Black, a lecture by Dr. A. A. Willits, a dramatic entertainment by Mr. Edward P. Elliott, a lecture by Col. Henry Watterson, an oriental entertainment by Soto Sunetaro, a lecture by Hon. George R. Wendling, and a concert by the Boston Ideal Club. Classes in physical culture, which aim at the completest development of the physical man have been conducted in the well-equipped gymnasium. Besides, occasional socials and lectures have been given. All these various privileges have been very popular with the student body. On the whole, the association year has been a successful one.

The next year's work has not been definitely planned at this writing. But before Commencement

the policies for 1898-99 will be clearly outlined. All the privileges of last year will be continued and, as far as possible, made more attractive. A vigorous fall campaign will be arranged for, during which a strong effort will be made to win the soul of every unsaved man who will enter College, and to promote the highest spiritual development of every Christian.

The new student who comes to Marshall will find a Y. M. C. A. reception committee, who will be distinguishable by the badges they wear, at the train to meet him. He will find Y. M. C. A. men on every hand to welcome him and to help him get acquainted. A committee will be ready to show him about the building and help him arrange his course of study. A hand book of useful College information will be presented to him. Everything possible will be done to help him keep from getting "homesick" or disheartened. The Association men will be obliged to the new students if they will make use of them in every possible way.

For the benefit of those who contemplate entering M. V. C. a bureau of information, which will be glad to attend to all inquiries, has been established. Assistance in securing boarding places, in arranging for suitable room-mates, in ascertaining the necessary requirements for entering college, or in the arrangement of any other matters, in regard to which persons may be

in doubt, will be cheerfully given. All transactions will be with the approval of President Black, which will insure the wisdom of whatever is done. All inquiries should be addressed to Mr. T. N. Hunt, Box 525, Marshall, Mo. The bureau will be in operation during the vacation months.

THE YOUNG WOMAN'S CHRISTIAN ASSOCIATION.

NORA ROBERTSON, President.

The Young Woman's Christian Association, around which is centered the every-day devotional life of the girl, is recognized as an education and force in our school, on the part of both faculty and students.

The work of the Association is intended to supply all phases of girl's disposition; the educational work which forms so large a part of "city association work" finds no place in the College Association, since the nature of our institution supplies that need; but for physical, social, and spiritual development our aim is to supply the field and urge its use.

For our use there are two rooms provided with necessary apparatus for gymnastic exercise; the one is intended for the floor work of physical culture, and for the playing of basketball, the other is furnished for the systematic development of all parts of the body. This department of our work is a source of inspiration to the

girls participating and to the Association, as its director.

At the opening of school last fall the girls of the Association gave a reception, at the home of Miss Orr, to all the young ladies in school. This was used as an opportunity of making the new girls welcome into our college life and friendship; for the renewing of old relations and the forming of new acquaintances. Appropriate remarks were made, light refreshments served, and the souvenir bearing on its face the words, "The Young Woman's Christian Association," was intended to welcome the girls into a Christian and sympathetic Association, which would be a source of comfort and pleasure to them during their college days, and would form a bright link in their memory forever.

The latter part of November another very pleasing entertainment was enjoyed by the Association—"A Klondyke Social," which proved successful in its object and execution.

On four days of the week the Association holds a devotional meeting—fifteen minutes—from 1:45 to 2. During the past term the meetings on Tuesday have been conducted by the pastors of the town and by the members of the faculty. These meetings have been especially beneficial and though lasting but fifteen

minutes they have proved instructive and have found a permanent place in the minds of the girls. On Wednesday and Saturday the meetings are led by members of the Association, the subjects varying. The Friday programs the past semester were, "Round Table Talks," led by Miss Orr, in which all the girls were expected to take part. Practical subjects were discussed, such as "What We Shall Read," "The Beauties of Nature," "Accidents of Character." During the present semester the program has partaken of the nature of a sacred concert, instrumental and vocal. These programs are entertaining and prove attractive to some of the girls who are not otherwise interested in Association work.

The day of prayer for colleges was observed by the Y. M. and Y. W. C. A. in joint meeting, Dr. Black leading.

The Easter program, which has gained a place in the minds of the students and of the citizens of the town, is provided by the Y. W. C. A.

Mrs. Hail, a missionary to Japan, now home for rest, has given us several instructive missionary talks.

Miss Thorp is now directing a class of young men and young ladies for the study of missions.

In December Mrs. Williams gave us a very interesting reading, "Grand Mother's Garrett Stories." Our intention is to have a series of talks and readings

given by the ladies of the town, at times convenient for the girls.

The state work of the Y. W. C. A. is aided by our local Association. Miss Culver, the state secretary, visited us during the present term and seemed very well pleased with the condition of our work.

The cabinet, consisting of the officers and committee chairmen, has a meeting monthly; it is the governing force in the Association, advising and directing its course.

The Y. W. C. A. fills a place in the girl's college life which nothing else can fill; gives her a training which no other department of college work gives. Personal observation and experience, perhaps, reveal that the closest ties of friendship, formed during college life, are those which are formed here—in the organized effort for one common aim, the bringing of ourselves to perfect womanhood in Christ Jesus.

MUSIC SCHOOL.

THE SCHOOL OF MUSIC.

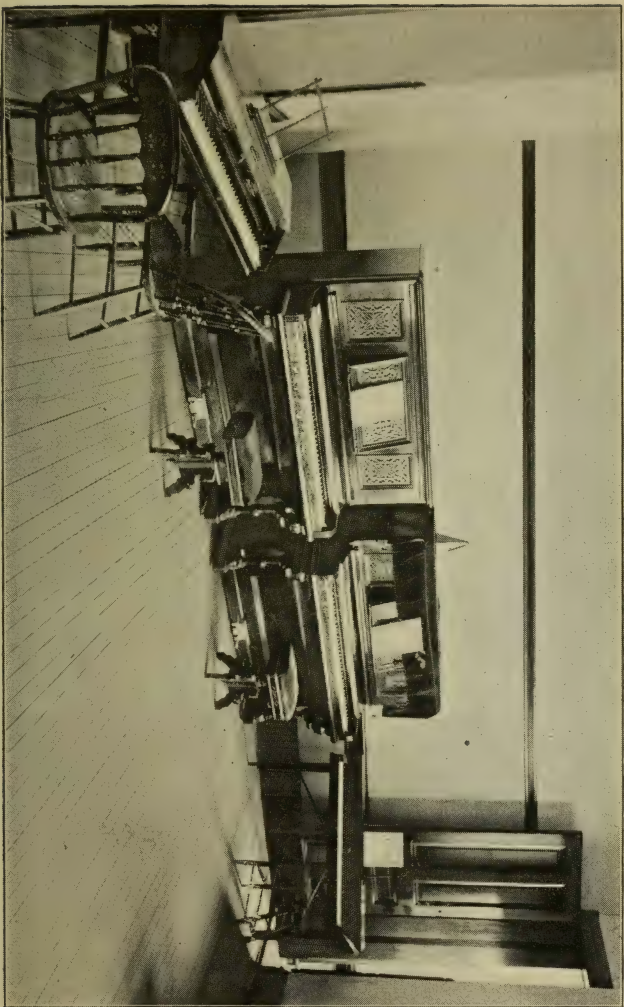
Exposition of Methods Used in Music Courses.

EDGAR SANDS PLACE,
Dean School of Music.

In the Music schools of to-day there are many things entirely new in methods of teaching. In Vocal Culture, Piano and Pipe Organ playing it is most apparent. Not only in methods has there been an improvement in teaching, but the modern aids to proficiency in Instrumental Music are also many. There has been a greater advance made in the devices and instruments used to help the piano and organ player, than in other departments of music. These inventions assist the student to complete the required course in a much shorter time than without them.

The general public, I believe, is not conversant with the methods and aids now offered to student life in the Music School of Missouri Valley College. A short description will not prove fruitless, I hope.

By Vocal Culture is meant the training of the vocal mechanism in all its parts to act perfectly under



PROF. PLACE'S INSTRUCTION ROOM.

the will of the performer. A few of the muscles and parts so trained are as follows: The diaphragm, intercostal muscles, and all breathing muscles, vocal bands, pharynx, the muscles that control the movements of the larynx, tongue, soft palate and face.

In building up a department of vocal culture for singing purposes in a music school, it should be the aim to place methods of work on a broad basis. In the world to-day there are principally three great schools of vocal culture and singing, the French, Italian and German. The first two are somewhat alike and both radically different from the last. A method that allows of training in one of these schools or styles of singing only, is more or less cramped and sectional. A well trained vocalist is one that can sing with equal facility the later music from Gounod (French), the dramatic and heavy music of Wagner (German), and the florid music of Rossini (Italian). Students of Missouri Valley College are taught on the above plan. The good and lasting points of all schools are made use of, without dwarfing the individuality of any one voice. Voices fitted into a rigid and unyielding method, carrying out a few pet ideas of the teacher, are always colorless, without marked vitality, sometimes the compass reduced from three to five tones, an utter lack of power to accompany the many shades of feeling required in dramatic music, and lastly, in many cases

where the narrow methods are used, the singer is taught to imitate the tone quality of the teacher, thus forming a positive cramp of some one or more of the throat muscles. These faults are all religiously avoided and natural development insisted upon.

In Piano and Organ Playing the instruction is pursued along the following lines of test and development. First, correct sight reading; second, theory and practice of touch: third, speed as applied to technical exercises and the proper rendition of the good in music, and fourth, interpretation according to the musical content of each piece.

In teaching touch the practical points of the early Kalkbrenner school of playing are not lost sight of, while the great changes introduced by Chopin are studied continually. The works of Germer, Plaidy, Mason, Neupert, Tausig, Kullak and Deppe are studied as among the most prominent of the modern writers on touch and technic.

Mechanical means are also used to develop strength for the gaining of a fine touch. Exercises for the Brotherhood Technicon are given frequently. These consist in holding weights on the finger tips of five to ten pounds, while the wrist is moved up and down, also with a still wrist and the finger tips raising and lowering the weights. Another exercise is to hold the hand still and raise one finger at a time, while it is

held down by a light spring from beneath. Many other exercises are given to develop the hand and arm. Recently a student purchased one of these hand gymnasiums for home use.

There is still another instrument used for strength and touch, that is the greatest invention of its kind in the world. We have three of these dumb pianos in Missouri Valley College. It is called the Virgil Practice Clavier. It has a keyboard like the piano and looks not unlike the old fashioned melodeon. The keys are toneless but give forth a short click when pressed down to its bed, and another when the former level is reached. By means of practice the down click of one key can be sounded with the up click of its neighbor. This kind of practice demands a perfect balance of arm and hand and a thoughtful raise and drop of the finger tips. Thus we have a legato touch of the finest kind, and gained in half the time it takes to learn it from the piano. The strength or pressure required to carry each key to its bed can be made as light as two ounces—less than the piano—to twenty, which is very strong.

As soon as touch exercises have been learned on the clavier, they are produced on the piano with delightful results. Many pieces are studied without tone first, that the fingers may attain a certain proficiency before the ear is engaged in listening to the beautiful tones of the piano.

All exercises, studies and pieces are learned and rendered at a fixed rate of speed. For instance, in learning a piece, the student is required to play it first, very slowly, second at a moderate tempo, and third, fast. To make these different movements definite to the student, the standard Maelzel Metronome is used. This small instrument has a swinging pendulum and a figured dial. The pendulum can be raised or lowered to any given number. In this way speed can be measured and made definite. Pieces and studies of the course are rendered by all alike, at a fixed Maelzel Metronome time or speed. This establishes a standard of attainment for all, without guess work on the part of the instructor. By means of this speed element the hand and arm are developed into what might be termed *flying strength*. Not only does this produce a good hand technic, but a brain technic or control of the motor nerves not to be gained in other ways. The action of the brain is quickened and the nerves made much more responsive in the common intermingling in social intercourse.

After all this control of nerve force and muscular development of hand and arm, there is the interpretation of the piece as a whole. Its contents to be studied. In this connection a two years course in Harmony and Composition has been provided and required of those who desire to finish the course in either Voice, Piano or Pipe Organ.

In Harmony the student is required to analyze musical compositions, to compose melodies, to add harmonies and finally to compose short original pieces. Thus a Harmonist is well prepared to enter into the inner life of a piece of music and interpret it according to the original idea of the composer.

In the elementary class of Vocal Culture and Sight Singing, the course embraces six lessons in vocal culture as applied to the singing voice; ten lessons to sight-singing and the remaining lessons to pronunciation of words and rendition of songs.

The following will show the work of the Music School in both private and class lessons.

Course in Vocal Culture, private lessons	19 students
Elementary Vocal Culture and Sight Singing, class instruction	31 students
Course in Piano, private lessons	47 students
Course in Pipe Organ, private lessons	2 students
Course in Harmony, class instruction	4 students
Course in Guitar, private instruction	1 student
Course in Mandolin, private instruction	3 students
Total	107 students

The New Courses of Music Studies.

To fulfill the announcement made in the catalogue of 1896 and 1897, we offer a complete four years' college course of study, with two preparatory grades in

Voice Development, Piano, Pipe Organ and Violin playing. In Piano Playing there is offered a carefully prepared Post Graduate course extending over a period of two years.

GRADUATION IN MUSIC.

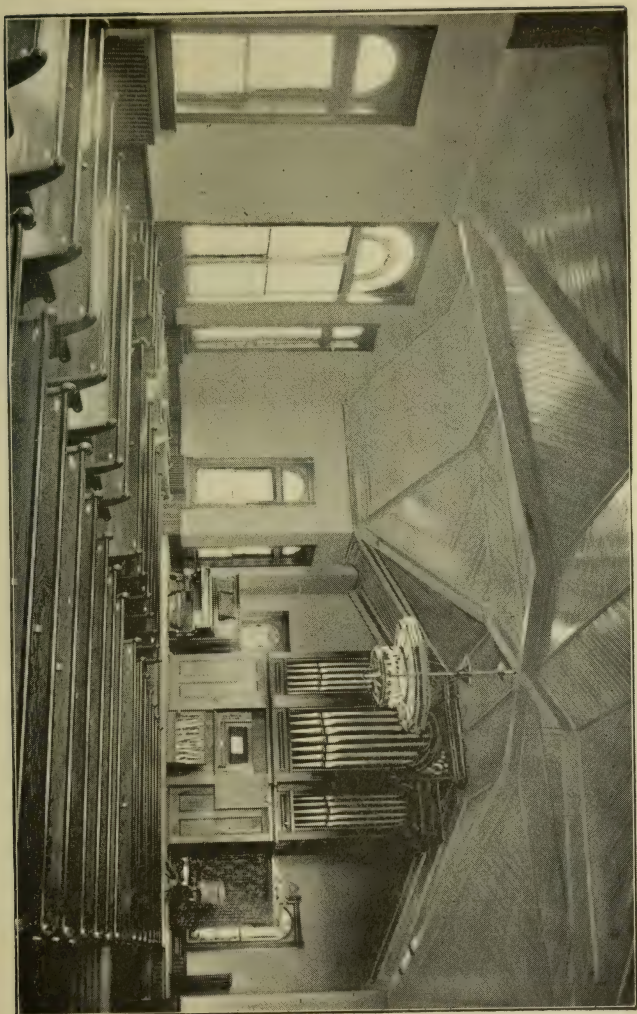
Students who have completed the College Course in either Voice, Piano, Pipe Organ and Violin, who have sung or played successfully in public recitals, who have studied *harmony two years* and *musical history one year*, and whose literary attainments are the equivalent of the English Course in the Academy of Missouri Valley College (including Mathematics), and who pay ten dollars in the College treasury, will be entitled to graduation in the COLLEGE MUSIC COURSE and will receive the DIPLOMA of the College to that effect.

The following instruments and subjects are studied :

PIPE ORGAN,	PIANO,
CABINET ORGAN,	VOICE,
HISTORY OF MUSIC,	VIOLIN,
THEORY OF MUSIC,	GUITAR.

COURSE ON PIPE ORGAN.

Owing to the growth and popularity of the Music School, and the demand for a higher and more extended course in organ playing, it has been decided to make this department equal to any other similar department



CHAPEL AND PIPE ORGAN.

in the East, and superior to all organ schools in the West, except, possibly, two or three in the large cities.

Accordingly, a carefully graded course of studies and pieces, covering six grades for the pipe organ, has been prepared and a beautiful Three-Thousand-Dollar Johnson Pipe Organ purchased.

This instrument is eighteen feet in height, fourteen feet in depth and thirteen in width. Case of antique oak with front display pipes beautifully decorated in gold bronze.

It has two manuals, full pedal clavier and balanced swell:

There are twenty-six stops in all, as follows:

1	Clarionet (Reed)	8 foot pitch
2	Fifteenth.....	2 foot pitch
3	Twelfth	2 2-3 foot pitch
4	Octave	4 foot pitch
5	Cheminee Flute	4 foot pitch
6	Melodia	8 foot pitch
7	Dulciana	8 foot pitch
8	Stopped Diapason Bass.....	8 foot pitch
9	Open Diapason	8 foot pitch

SWELL ORGAN.

10	Oboe (Reed)	8 foot pitch
11	Bassoon (Reed)	8 foot pitch
12	Piccolo	2 foot pitch
13	Violin	4 foot pitch
14	Stopped Diapason Treble	8 foot pitch
15	Stopped Diapason Bass.....	8 foot pitch

16 Salicional	8 foot pitch
17 Open Diapason	8 foot pitch
18 Bourdon Treble	16 foot pitch
19 Bourdon Bass	16 foot pitch

PEDAL ORGAN.

20 Double Open Diapason	16 foot pitch
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MECHANICALS.

21 Tremblant.	24 Great to Pedal.
22 Swell to Great.	25 Bellows Signal.
23 Swell to Pedal.	26 Pedal Check.

There are eight hundred and thirty-five (835) speaking pipes in all, varying from three-quarters of an inch to sixteen feet in length.

Students may begin the study of the Pipe Organ after having completed two grades of the Piano Course, and shown sufficient mental concentration to cope with the difficulties afforded by so large an instrument.

New students wishing to study the pipe organ will be required to show proficiency in reading music; good evidence of at least one year's study of piano-technic and a fair mental control while at the keys.

It is advisable that all students should study the piano and organ together. By this plan lightness of execution is insured and the hand is protected from a general stiffening of the muscles, which is likely to appear when the organ is studied alone.

To give an idea of the nature and value of the Organ Course, a few names only, of the writers have

been given in each grade. Persons acquainted with the literature for the pipe-organ will recognize the names of the greatest composers and organists of all time.

SCHOOL OF MUSIC.

CLASS.	COLLEGE COURSE.—PIPE ORGAN.
FRESHMAN.	Short Preludes and Fugues from Bach. Studies from Rinck. Pieces from Merkel, Guilman, Best and other Modern Writers.
SOPHOMORE.	Studies from Rinck Continued. Selections from Lemmen's Organ School. Selections from Organ School, by Sparks. Pieces from the Masters.
JUNIOR.	Preludes and Fugues from Mendelssohn and Bach. Sonates from Rheinberger and others.
SENIOR.	Sonates from Bach. Pieces and Sonates from Buck, Best, Thiele, Widor, and others of equal standing as writers for the Organ.

COURSE IN VOCAL INSTRUCTION.

Specially written exercises to meet the requirements of each individual student will be given in Voice-Placing, Touch, and the study of Resonance. Artistic

deep breathing will also be studied. First, with a view of supporting the voice properly, and secondly, from a health standpoint, to develop the chest to the fullest extent without strain, thus insuring a greater hold on life. In all cases where the chest is narrow, small or sunken, a special course of breathing exercises will be taken up from the beginning.

The regular course will include studies in Interval Singing, Scale Singing (diatonic) in many ways, Portamento, Broken chords, major, minor, diminished and arpeggios on the same, Chromatic Scale alone and in connections with broken-chords, Preparatory Trill and Trill Studies, lessons in all grades of movement from Adagio to Presto, the voice in Forte, Decresendo, Piano and Cresendo singing, "Messa di Voce," Correct Vowel Forms of Mouth, Legato and Staccato.

Many of our great master teachers have contributed valuable books of vocalises, illustrating each of the above subjects, many selections from these, outside the regular course, will be made at various times, to suit the progress of the student.

Graded solos from easy ballads to the difficult arias by the classical writers of the old school will be used. Also, that the student may become familiar with the good in modern music, the works of Lassen, Meyer-Helmund, Greig, Gounod, Saint-Saens, Goddard, Strelezki, Mosenthal, Buck, Chadwick and Paine are included in the course.

Correct pronunciation of the English language and interpretation will be taken up as soon as the student can sing a clear ringing tone with free open throat, using the vowels with a few consonant combinations.

SCHOOL OF MUSIC.

CLASS.	COLLEGE COURSE.—VOICE.
FIRST. PREPARATORY.	One Semester of Sight Singing or its equivalent. Breathing and Voice Placing taught orally and continued until sufficient strength has been gained to study printed matter. Style taught in conjunction with Voice Placing, throughout the course.
SECOND. PREPARATORY.	Panofka's A. B. C. Course. Concone, Sight Singing. Concone, 35 Singing Lessons. Schubert, Technic. It is suggested that singers pursue a short course in piano playing of about one year, unless already proficient to that degree.
FRESHMAN.	Sieber, F. op. 92 Eight Measure Vocalises. Schubert, Technic. Concone, op. 9, book 1. Panofka, op. 85, book 1. Selected exercises from the works of Delle Sedie, Randegger and Hauptner will be used through the two Preparatory and Freshman years. Easy pieces suited to grade.

SCHOOL OF MUSIC.—CONTINUED.

CLASS.	COLLEGE COURSE.—VOICE.
SOPHOMORE.	<p>Concone, op. 9, book II. Nave, op. 21, book III. Schubert, Technic Continued. Bordogni, Twenty-Four Vocalises. Panofka, op. 81, book II. Selected pieces suited to grade.</p>
JUNIOR.	<p>Concone, op. 11, book II. Sieber, op. 78, complete. Bordogni, 36 Vocalises, book I. Harmony, one year. Lamperti, Trill Studies, selections. After taking Concone, op. 11, if sufficient skill is not manifested, one of the following books will be required: Concone, op. 12, or Panofka op. 81, book II. Selected pieces and arias.</p>
SENIOR.	<p>Marchesi, op. 4, Studies in Style. Sieber, op. 129, complete. Bordogni, 36 Vocalises, book II. Musical History and History of Song, one year. Operatic Arias and Selected Songs.</p>

ORATORIO OR CHURCH-MUSIC COURSE.

Students intending to fit themselves for Church or Oratorio singing will take the following Junior and Senior work instead of that tabulated above:

SCHOOL OF MUSIC.—CONTINUED.

CLASS.	ORATORIO COLLEGE COURSE.—VOICE.
JUNIOR.	Master-Pieces of Vocalization, edited by Max Spicker, vol. II. Vocalises of Cherubini, Giovanni, Prota and Mazzoni, edited by Stern. Lampeti's Trill Studies. Harmony, one year. Selected Oratorio Arias and Sacred Songs.
SENIOR.	Master-Pieces of Vocalization, Spicker, Vol. III. Solfeges du Conservatoire, Paris, Vol. III, thirty selected studies. Marchesi, op. 4, five selections. Musical History and History of song, one year. Selected Oratorio Arias and Sacred Song.

NOTE.—While the above courses have been especially prepared for soprano voice, there are ten other fully graded courses, two to each of the following voices: Mezzo Soprano, Contralto, Tenor, Baritone, and Bass.

VIOLIN COURSE.

Of all instruments that have the sustained tone probably the violin holds the first place in popular favor. The fine and penetrating quality of tone makes it the best of the string family to interpret the many different styles of music. One-half of the instruments in the modern orchestra are strings. In our large cities, not only the young men, but the young ladies study the

violin as an instrument for home use. In New York and Boston there are orchestras composed wholly of ladies who play instruments of the string family only.

In Missouri the people are not behind those of other states in securing all that is good for the culture of her sons and daughters. During the past few years there have been many calls for instruction on the violin. To meet this demand, a complete course of studies has been made out, including only those of the greatest musical worth.

SCHOOL OF MUSIC.

GRADE.	COLLEGE COURSE.—VIOLIN.
FIRST PREPARATORY.	Hermann op. 20, book I. Czerny, Practical Violin School. Schubert, L. Violin School Vol. I. Gebauer, op. 10, Twelve easy duets.
SECOND PREPARATORY.	Mazas Violin School, Selections. Schubert, Violin School, Vol. I. con. Hermann, School of Scales, Vol. II. Mazas, op. 60, six easy duets. Hermann, Melody Album.
FRESHMAN.	Hermann Violin School, Div. III. and IV. Mazas Violin School, selections from middle and last part. Schubert's Violin School, Vols. II and III. Mazas op. 36, Vols. I and II, selections. Pleyel op. 48, Vol. III, duets, selections. Haydn and Mozart Sonatas.

SCHOOL OF MUSIC.—CONTINUED.

CLASS.	COLLEGE COURSE.—VIOLIN.
SOPHOMORE.	Hermann, Violin School, Div. v and vi. Schubert, Violin School, Vol. iv. Hermann, School of Scales, Vol. III. Etude Album, 40 Studies, Selections. Viotti, op. 23, book I. Three Serenades. Sonatas continued from Mozart. Selected Pieces.
JUNIOR.	Jansa, op. 74, Selections. Kreutzer Etudes, Selections. Gavinies, 24 Matinees. Rode, op. 18, book I. Bach, Concert in A Minor. Selections from the Larger Works.
SENIOR.	Rode, 24 Caprices. Mazas, op. 36, book III. Casorti, Technic of the Bow. Dancla, op. 73, 20 Brilliante Studies. Selections from the above works will be made to suit the student's progress. Romberg A. op. 18. Beethoven Sonatas (David) 2 Selected Sonatas. Schubert Duo, op. 162.

Other studies for the special development of each student, suitable to the grade, will be used.

INSTRUCTION ON THE PIANO-FORTE.

Within the past few years new and important works have been composed by our foremost American teachers, in harmony with the latest ideas as how best to cultivate true musical feeling and at the same time develop a well rounded technic. These studies have been included in the following list:

SCHOOL OF MUSIC.

GRADE.	COLLEGE COURSE.—PIANO.
FIRST PREPARATORY.	Landon, Piano Playing. Ruthart, Master and Pupil. Kunz, op. 14, 200 Canons. Macdougall, Melody Playing, Vol. I. Heller, op. 125. Loeschhorn, op. 66, book I. Macdougall, Melody Playing, Vol. II. Classics.
SECOND PREPARATORY.	Bach, Six Short Preludes. Bertini Studies. Selections from op. 29, 32 and 100. Concone, J. First Studies. Berens, op. 61, books I and II. Heller, op. 45. Classics. Mason's Touch and Technic.

SCHOOL OF MUSIC.—CONTINUED.

CLASS.	COLLEGE COURSE.—PIANO.
FRESHMAN.	<p>Turner, Octave School, Vol. I. Hasert, R. op. 50, book III. Bach, Two Voiced Inventions. Hummel, F. op. 43, book I. Doring, op. 33, book II. Cramer, 84 Studies. Clementi, Gradus ad Parnassum. Twenty of the easiest studies from the above two sets. Haydn, Dussek, Mozart, Beethoven, etc. Selected movements from Sonatas. Mason's Touch and Technic con. Mees, Daily Studies. Harmony, first year. Sight-Reading, half hour each day.</p>
SOPHOMORE.	<p>Turner, Octave School, Vol. II. Bach, Three-Voiced Inventions. Doring, op. 33, book II. Czerny, op. 740, book II. Cramer, 84 studies. Clementi, Gradus ad Parnassum. Fifteen studies from the latter part of the above two works. Krause, op. 15, book II. Heller, op. 127. Sonatas from Haydn, Mozart and Beeth- oven. Mason's Touch and Technic. Harmony, second year. Sight Reading.</p>

SCHOOL OF MUSIC.—CONTINUED.

CLASS.	COLLEGE COURSE.—PIANO.
JUNIOR.	Kullak's Octave School, Vol. II. Moscheles, op. 79, book I. Kessler, op. 20, Pauer selection. Bach, Well-Tempered Clavichord, six selections. Mayer, op. 119, book I. Chopin, op. 10 and 25, ten selections. Concertos and Sonatas. Technic, Tausig and Germer, Selections. Musical History, one year. Sight Playing.
SENIOR.	Bach, Well-Tempered Clavichord. Six selections, including one movement from "Italian Concerto." Henselt, op. 2, in part only. Chopin, op. 10 and 25 continued. Kullak, op. 48, book II, Nos. 6 and 7. Mendelssohn, op. 35. Left Hand Music. Concertos and Sonatas. Technic, from Henselt and Neupert. Sight Playing.

COURSE IN HARMONY.

A fine course in Harmony Musical Form Counterpoint, Canon, Fugue and Artistic Composition in part writing is offered, including works by Norris, Howard,

Goodrich, Ritter, Richter, Stainer, Cornell, Ayres, Dr. Bridge and others of similar standing.

This course includes much practical work at the piano, thus making a splendid school in extempore playing.

CABINET ORGAN COURSE.

Many persons receive their first musical thoughts and delights from the small parlor instrument, the cabinet organ. It is the instrument that satisfies the longings of the masses. A few of the prominent makers have recently manufactured instruments capable of producing many and varied musical effects of considerable artistic value.

We have prepared a graded course of study for this instrument extending over four years, with two preparatory grades.

GUITAR COURSE.

As an instrument to offer a soft pleasing accompaniment to the human voice, probably the guitar can not be excelled. Because of this it has become a favorite with young people in the home.

A finely graded course of studies has been prepared, including many from the celebrated writers for this soft-toned instrument, among whom the following may be mentioned: Winner, Holland, Carulli and Carcassi.

VOCAL CULTURE AND SIGHT-SEEING.

All students in regular standing will be admitted to this class by the payment of a small fee. One lesson per week. Vocal Culture forms the basis of work in this class.

EXPENSES.

PIPE ORGAN:—Two lessons each week per Semester,	\$32 50
PRACTICE ON PIPE ORGAN:—One hour per day, per Semester.	7 50
BLOWER FOR PRACTICE ON PIPE ORGAN:—Per Semester,	15 00
PIANO HIRE:—One hour per day, per Semester.....	5 00
TUITION:—Piano, Violin, Guitar, Voice or Cabinet Organ, two lessons each week, per Semester.....	25 00

ART SCHOOL.

SCHOOL OF FINE ARTS.

The College aims to offer to the friends of art the advantage of a well-organized and thorough school with a view of qualifying young ladies and gentlemen to impart to others a careful art education, and develop its application to the common uses of life. The course of study covers from three to four years, and is arranged in such a way that pupils may see at a glance the work to be done, the points of attainment, and also the high excellence of the course. The pupils are arranged in three grades, and have the advantage of the best instruction.

We ask our patrons to give special attention to the rates, which we have endeavored to put within the reach of every one.

Tuition per term—twenty weeks; two lessons per week, three hours per lesson, \$20.

Art students are recommended in addition to the above to take at least one study each term with the literary classes. The charge for such studies is somewhat less than the average cost per study, art students being allowed to enter any class by permission for \$3 Per semester. Students can take any part of the course under the advice of the professor in charge of the department.

COURSE IN FINE ARTS.

GRADE.	COURSE IN FINE ARTS.
I	<ul style="list-style-type: none"><i>a.</i> Drawing and shading from casts of Geometric figures.<i>b.</i> Drawing and shading from groups composed of geometrical figures.<i>c.</i> Drawing in crayon from studies.<i>d.</i> Drawing and shading from ornament—conventionalized leaves—flowers.<i>e.</i> Drawing and shading from hand, arm and foot.
II.	<ul style="list-style-type: none"><i>a.</i> Drawing and shading from marks or casts from the antique.<i>b.</i> Drapery in Crayon.<i>c.</i> Painting from still life.<i>d.</i> Pen drawing.<i>e.</i> Drawing and shading from casts of antique busts, Apollo de Belvidere, Venos de Milo, etc.
III.	<ul style="list-style-type: none"><i>a.</i> Drawing and shading from antique busts.<i>b.</i> Painting from objects and nature in oil and water colors.<i>c.</i> Drawing and shading from full length casts of antique figures.<i>d.</i> Drapery in oil or water colors.<i>e.</i> Art History.

REGISTER.

REGISTER OF STUDENTS.

THE COLLEGE.

SENIORS.

NAME.	COUNTY.	STATE.
Baker, Ezra F. (C).....	Finney.....	Kansas
Clemmens, Elizabeth (Eng.).....	Saline.....	Missouri
Cordell, Fanny (C).....	Saline.....	Missouri
Gordon, William C. (C).....	Saline.....	Missouri
Huff, Vergil V. (C).....	Saline.....	Missouri
Johnston, Arthur D. (Eng.).....	Macon.....	Missouri
Mack, George H. (C).....	Hamilton.....	Tennessee
Robertson, Nora W. (C).....	Saline.....	Missouri
Surface, Edward B. (C).....	Berber.....	Kansas

JUNIORS.

Yoshibumi, Abe (Ph.).....	Yamagata.....	Japan
Campbell, Belle M. (Ph.).....	Saline.....	Missouri
Ewing, Chatham M. (Ph.).....	LaFayette.....	Missouri
Hail, William J. (Ph.).....	Wakayama.....	Japan
Hunt, Thomas N. (Ph.).....	Saline.....	Missouri
Perry, A. E. (C).....	Otoe.....	Nebraska
Smith, Walter R. (Ph.).....	Clay.....	Missouri
Ward, John A. (Ph.).....	Saline.....	Missouri

SOPHOMORES.

Clemmens, Delia (Ph.) ..	Saline.....	Missouri
Mitchell, Emmett (C).....	Saline.....	Missouri
Mitchell, H. A. (C.).....	Saline.....	Missouri
Van Stone, Ida Esther (Ph.).....	Saline.....	Missouri
Yeagle, Virginia (C.).....	Saline.....	Missouri

FRESHMAN.

Althouse, Alex Denny (C.).....	Saline	Missouri
Ballentine, Daisy Alice (C.)... ..	Saline.....	Missouri
Clark, Mary (C.).....	Saline.....	Missouri
Coates, Leroy J. (Ph.).....	Wichita.....	Kansas
DeVal, Perle (Ph.).....	Crawford	Missouri
Headen, Edgar V. (C.).....	Miami.....	Kansas
Jones, Harry Lee (C.).....	Saline.....	Missouri
McCammon, William A. (C.).....	Gentry.....	Missouri
Prigmore, Joseph Dyre (Ph.)....	Jasper.....	Missouri
Sherman, Richard E. (C.).....	Saline.....	Missouri
Sydenstricker, Vernon S. (Ph.)....	LaFayette.....	Missouri
Woodsmall, Clarence (Ph.).....	Saline.....	Missouri
Wood, Mary A. (Ph.).....	Jackson.....	Missouri
Zeigel, Anthony F. (C.)....	Cooper.....	Missouri
Zeigel, William Henry (C.)	Cooper	Missouri

[NOTE: The following are graduates of various High Schools and Academies, but have not advanced sufficiently to obtain regular Freshman standing.]

Bird, Robert L. (Ph.)	Mason.....	Illinois
Campbell, William R. (Ph.).....	Saline	Missouri
Cordell, Katherine (Ph.).....	Saline.....	Missouri
Denny, Lucretia B. (Ph.).....	Howard	Missouri
Dobyns, Nelle (Ph.).....	Johnson... ..	Missouri
Fisher, Emma K. (Ph.).....	Saline.....	Missouri
Gilbreath, Ellis (Ph.).....	Cooper.....	Missouri
Goodson, Ella S. (Ph.).....	Saline	Missouri
Hickson, James T. (Ph.).....	Scotland	Missouri
Jenkins, George F. (Ph.).....	Saline... ..	Missouri
Lewis, William W. (Ph.).....	Saline.....	Missouri
Mitchell, Callie B. (Ph.)	Saline.....	Missouri
Montague, Mary A. (Ph.).....	Saline.....	Missouri

Morrow, Maude Dea (Ph.).....	Jackson	Missouri
Murray, Alberta (Ph.).....	Holt.....	Missouri
Naylor, Helen A. (Ph.).....	Mason.....	Illinois
Robertson, Emily J. (Ph.).....	Saline.....	Missouri
Stephens, Letha (Ph.).....	Macon.....	Missouri
Todd, Joseph C. (Ph.).....	Saline.....	Missouri

SPECIALS.

Burke, Ollie.....	Saline.....	Missouri
Cordell, Alice.....	Saline.....	Missouri
Cordell, Annie.....	Saline.....	Missouri

THE ACADEMY.

SENIORS.

NAME.	COUNTY.	STATE.
Adams, Earnest.....	Saline.....	Missouri
Browne, John R. (B.).....	Saline.....	Missouri
Burke, Howard L.....	Saline.....	Missouri
Burks, Chas. F.....	Saline	Missouri
Gross, Oresta C. (B.).....	Randolph.....	Missouri
Hail, Annie (B.).....	Wakayama	Japan
Hail, Arthur (B.).....	Wakayama.....	Japan
Hurt, Elisha Y. (A.).....	Saline.....	Missouri
James, Luther S.....	Saline	Missouri
Mason, Nelle D. (A.).....	Saline.....	Missouri
Mays, Jas. W... ..	Buchanan.....	Missouri
McCray, Oran (B.)... ..	Saline	Missouri
McDavid, J. T. (B.).....	Montgomery.....	Illinois
Morris, Wm. B.....	Saline.....	Missouri
Nauman, Oscar (A.).....	Holt.....	Missouri
Russell, Wm. L. (B.).....	Johnson.....	Missouri
Steele, D. Chas. (B.).....	Saline.....	Missouri

West, James G. (B.)	Johnson	Missouri
Woodbridge, Jahleel (B.)	Saline	Missouri
Zimmerman, E. R. (B.)	Saline	Missouri
Zimmerman, E. H. (A.)	Saline	Missouri
Zimmerman, Lizzie (A.)	Saline	Missouri

ACADEMIC MIDDLEERS.

JUNIORS.

NAME.	COUNTY.	STATE.
Adams, Dora	Randolph	Missouri
Allen, Bernice	Saline	Missouri
Ament, J. Shelby	Saline	Missouri
Ayres, Leonora	Saline	Missouri
Balthus, Calvin B.	Saline	Missouri
Banks, Ira O	Lawrence	Missouri
Berryhill, Benj	Franklin	Kansas
Bird, Anna Mary	Saline	Missouri
Black, Mary C	Saline	Missouri
Blackburn, H. F	Saline	Missouri
Brown, Fletcher	Saline	Missouri
Brooks, James L	Monroe	Missouri
Bell, Frank	Bates	Missouri
Brown, Frances C	Saline	Missouri
Bruce, Annie E	Saline	Missouri
Bruce, Virginia C	Saline	Missouri
Campbell, Ida M	Randolph	Missouri
Carson, Arthur W	Platte	Missouri
Caswell, Lewis O	Saline	Missouri
Caswell, Gordon	Saline	Missouri
Chapline, Chas. O	Saline	Missouri
Christy, Joseph G	La Fayette	Missouri
Clarkson, Elizabeth	Saline	Missouri

Claybrook, J. M.	Macon	Missouri
Claycomb, Dora M.	Saline	Missouri
Clemmens, A. W.	Saline	Missouri
Corder, Blanche.	Saline	Missouri
Cordry, Myrtle L.	Cooper	Missouri
Clark, Harvey.	Gentry	Missouri
Crockett, Marion E.	Saline	Missouri
Crockett, Joel R.	Saline	Missouri
Crockett, Geo. R.	Saline	Missouri
Daugherty, Oliver L.	Macon.	Missouri
Davis, Hubert P.	Saline	Missouri
Denny, Maggie.	Randolph.	Missouri
Diggs, Seth M.	Saline	Missouri
Dill, Mabel.	Saline	Missouri
Duggins, Ralph.	Saline	Missouri
Dunn, James E	Henry	Missouri
Engel, Mori Ethel	Johnson.	Missouri
Engel, Jesse C.	Johnson.	Missouri
Ewing, Florence I.	La Fayette.	Missouri
Ferrell, Leona V.	Buchanan	Missouri
Fisher, James W.	Henry	Missouri
Fitch, Mala B.	Johnson	Missouri
Fletcher, D. E	Macon.	Missouri
Forsythe, Jesse E.	Lawrence	Missouri
Fray, Edgar.	Randolph.	Missouri
Frazier, W. L.	Randolph.	Missouri
Frazier, Leland.	Randolph	Missouri
Fulton, Jessie B.	Saline	Missouri
Gates, Rufus B.	Henry	Missouri
Gates, James B.	Henry	Missouri
Gibson, Florence.	Jackson	Missouri
Gorby, Madge.	Saline	Missouri
Gwyn, Hugh	Monroe.	Missouri
Hackney, Geo. V.	Henry	Missouri

Hayes, Martin L.....	Saline.....	Missouri
Hitt, Stella E.....	Ray.....	Missouri
Hunt, Mrs. T N.	Saline.....	Missouri
Hupp, Wilber B.....	Saline.....	Missouri
Hutchins, Stella....	Saline.....	Missouri
Irvine, S. Pearle.....	Saline.....	Missouri
Janes, J. M.....	Grundy.....	Missouri
Jacobs, Galen B.....	Ray.....	Missouri
Jones, Charlotte C ..	Pike.....	Missouri
Jones, Edna.....	Pike ..	Missouri
Jones, Jas. Edgar.....	Saline.....	Missouri
Jones, Wm. I.....	Saline.....	Missouri
King, Dora.....	Boone.....	Missouri
King, Minnie.....	Boone.....	Missouri
King, Allie.....	La Fayette.....	Missouri
Lail, Nellie.....	Saline..	Missouri
Laird, Janet.....	Saline..	Missouri
Land, Katherine.....	Saline.....	Missouri
Lusk, Jas. F.....	Cooper ..	Missouri
Lewis, Gabrielle.....	Saline..	Missouri
Lewis, Ludie.....	Saline.....	Missouri
Lewis, Sudie.....	Saline.....	Missouri
Ludwig, Clara.....	Saline.....	Missouri
Mann, Arthur J... ..	Henry.....	Missouri
McCord, Hugh S....	Clay.....	Mississippi
McDavid, Edward L ..	Montgomery.....	Illinois
McGinnis, John H.....	Saline.....	Missouri
McKinney, Ida Pearl.....	Randolph.....	Missouri
McNallie, J. F.....	Jasper.....	Missouri
McRoberts, A. J.....	Saline.....	Missouri
McRoberts, Alice H.....	Saline.....	Missouri
Ming, Robert D.	Henry.....	Missouri
Minor, Nancy B.....	Saline.....	Missouri

Mitchell, Dora A.....	Saline.....	Missouri
Morphis, Wm. L.....	Pike	Missouri
Murray, Grace.....	Buchanan.....	Missouri
Murray, Earl	Buchanan.....	Missouri
Nave, Katherine.....	Saline.....	Missouri
Odell, Arthur L.....	Ray... ..	Missouri
Pyle, Herbert P	Andrew.....	Missouri
Pile, Franklin B.....	Scotland.....	Missouri
Powers, Herbert C.....	Buchanan.....	Missouri
Quigley, Glenn.....	Saline.....	Missouri
Rayl, John E.....	Pulaski.....	Missouri
Rea, Martha E.....	Saline.....	Missouri
Reagan, M. F.	Chariton.....	Missouri
Richardson, Susan B.....	Saline.....	Missouri
Robinson, Nellie.....	Johnson.....	Kansas
Rodecker, Irma.....	Andrew.....	Missouri
Rodecker, Frank.....	Andrew.....	Missouri
Sandidge, Bessie	Saline.....	Missouri
Scott, Juliet L.....	Saline.....	Missouri
Shuttelworth, Era.....	Saline.....	Missouri
Siler, Alma M.....	Saline.....	Missouri
Smith, Chas. W.....	Atchison.....	Missouri
Smith, Robert D	Atchison.....	Missouri
Smith, Harry A.....	Cooper	Missouri
Spencer, Mary B.....	Saline.....	Missouri
Stark, Pearl.....	Randolph.....	Missouri
Steele, James N.....	Bates.....	Missouri
Stephens, Mary L.....	Cooper	Missouri
Stephens, Loring.....	Pettis.....	Missouri
Taylor, Etta.....	Saline	Missouri
Teenor, Carl.....	Buchanan	Missouri
Thompson, Robert.....	Jackson.....	Missouri
Thorp, David H.....	Howard... ..	Missouri

Tucker, Bessie.....	Saline.....	Missouri
Tucker, Luther Lee.....	Saline.....	Missouri
Turner, Geo. E.....	Randolph.....	Missouri
Umbarger, Thomas T.....	Saline.....	Missouri
Violet, Ray.....	Johnson.....	Missouri
Walker, Mary..	Saline.....	Missouri
Walker, Nellie.....	Saline.....	Missouri
Ward, Robert E..	Saline.....	Missouri
Ward, Margarette L.....	Saline.....	Missouri
Wester, Howard.....	Saline.....	Missouri
White, Robert E.....	Buchanan.....	Missouri
Wilkes, William F.....	Jackson.....	Missouri
Windes, Harry R.....	Barry.....	Missouri
Wise, Rhoda E.....	Saline.....	Missouri
Yates, John Edward.....	Macon.....	Missouri
Yeagle, John.....	Saline.....	Missouri
Yeagle, M. Singleton.....	Saline.....	Missouri
Yeagain, Marcellus E.....	Clark.....	Missouri

Music.

VOCAL CULTURE AND SINGING.

JUNIOR.

NAME.	COUNTY.	STATE.
Adams, Cora (Sop.) (B)	Saline.....	Missouri

SOPHOMORE.

Brown, Clara (Cont.) (B)	Saline.....	Missouri
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FRESHMAN.

Jones, Charlotte C. (Sop.) (A).....	Pike	Missouri
McMahan, Sophie (Sop.) (A).....	Saline.....	Missouri

SECOND PREPARATORY.

Althouse, May (Sop.) (A)	Saline	Missouri
Bird, R. L. (Ten.) (A)	Mason	Illinois
Gordon, Wm. C. (Bass) (A)	Saline	Missouri
Hall, Arthur L. (Bar.) (A)	Wakayama	Japan
King, Allie (Cont.) (A)	LaFayette	Missouri
Mack, Geo. H. (Bass) (A)	Hamilton	Tennessee
Perry, A. E. (Ten.) (A)	Otoe	Nebraska
Stephens, Letha (Sop.) (A)	Macon	Missouri
Thorp, Myrtle (Sop.)	Saline	Missouri

FIRST PREPARATORY.

Adams, E. D. (Ten.)	Saline	Missouri
Althouse, Denny (Bar.)	Saline	Missouri
Baker, Ezra (Ten.)	Finney	Kansas
Campbell, Ida (Sop.)	Randolph	Missouri
Peters, R. J. (Bar.)	Seneca	Ohio
Smith, Walter R.	Clay	Missouri

PIANO.

JUNIOR.

Althouse, May (A)	Saline	Missouri
Emison, Cora (A)	Saline	Missouri
Jones, Charlotte C. (C)	Pike	Missouri
Siler, Alma (B)	Saline	Missouri

NOTE.—Each class is divided into three parts, A, B and C; A being the lowest and C the highest.

SOPHOMORE.

Clemmens, Luvenia (C)	Saline	Missouri
Jones, Edna (A)	Pike	Missouri
Page, Lillie (A)	Saline	Missouri
Penick, Mrs. J. M. (C)	Saline	Missouri

FRESHMAN.

Black, Mary (A)	Saline.....	Missouri
Cramp, Mrs. A. J. (B).....	Saline.....	Missouri
Gordon, Wm. C. (A)	Saline.....	Missouri
Mitchell, Edith (A).....	Saline.....	Missouri
Morrow, Maude (C).....	Jackson.....	Missouri
Stuart, Bessie (A).....	Saline.....	Missouri
Tucker, Bessie (A).....	Saline.....	Missouri

SECOND PREPARATORY.

Campbell, Ida (A).....	Randolph	Missouri
Cordry, Myrtle (A)	Cooper.....	Missouri
Dill, Mabel (A)	Saline... ..	Missouri
Dysart, Anna (A)	Saline.....	Missouri
Ferrell, Leona (A)	Buchanan.....	Missouri
Irvine, S. Pearla (A).....	Buchanan.....	Missouri
Laird, Janet (B)	Saline.....	Missouri
Mitchell, Callie (A)	Saline	Missouri
Reynolds, Esma (A)	Saline.....	Missouri
Robinson, Maude I. (A).....	Johnson	Kansas
Rose, Nellie (A)	Saline	Missouri
Scott, Juliett (A).....	Saline	Missouri
Stephens, Letha (C).....	Macon	Missouri

FIRST PREPARATORY.

Black, Sarah (B).....	Saline.....	Missouri
Burk, Ollie (B)	Saline... ..	Missouri
Carson, Bessie (B)	Saline.....	Missouri
Denny, Maggie (B)	Randolph.....	Missouri
Engle, Ethel (B)	Johnson	Missouri
Fuhrman, Liza (B).....	Saline.....	Missouri
Gibson, Florence (A)	Jackson	Missouri

Goodson, Ella (C).....	Saline.....	Missouri
Hail, Arthur (B).....	Wakayama	Japan
Hunt, Mrs. T. N. (B)....	Saline.....	Missouri
Laird, Janet (B).....	Saline.....	Missouri
McRoberts, Alice (C)	Saline.....	Missouri
Murray, Edith (C)....	Buchanan	Missouri
Olson, Griffin (A).....	Saline.....	Missouri
Rea, Mattie (C)	Saline.....	Missouri
Russell, Wm. (A)	Johnson	Missouri
Stephens, Mary (B)	Cooper.....	Missouri
Stark, Pearl (B)	Randolph.....	Missouri
Thorp, Beulah (C).....	Howard.....	Missouri

HARMONY.

Althouse, May.....	Saline.....	Missouri
Clemmens, Luvenia.....	Saline.....	Missouri
Cramp, Mrs. A. J.....	Saline.....	Missouri
Mitchell, Edith.....	Saline.....	Missouri

ORGAN.

Black, Mary (Second Prep.)	Saline	Missouri
Clemmens, Luvenia (Second Prep.).....	Saline.....	Missouri

GUITAR.

Prather, Emma	
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MANDOLIN.

King, Allie.....	LaFayette.....	Missouri
Railey, J. A.	Saline...	Missouri

VOCAL CULTURE AND SIGHT-SEEING.

Bird, Anna Mary.....	Saline.....	Missouri
Brooks, J. L. ..	Monroe	Missouri
Balthis, C. B.....	Saline.....	Missouri

Blackburn, H. F.....	Saline.....	Missouri
Clark, Harvey.....	Gentry.....	Missouri
Claycomb, Dora M.....	Saline.....	Missouri
Claybrook, J. M.....	Macon.....	Missouri
Cordry, Myrtle.....	Cooper.....	Missouri
Crockett, M. E.....	Saline.....	Missouri
Davis, Hubert P.....	Saline..	Missouri
Ewing, Florence.....	LaFayette.....	Missouri
Fitch, Mala ..	Johnson.....	Missouri
Fischer, James W.....	Henry.....	Missouri
Fray, Edgar L.....	Randolph ..	Missouri
Frazier, W. L.....	Randolph.....	Missouri
Gates, J. M.....	Henry.....	Missouri
Gates, R. B ..	Henry.....	Missouri
Hail, Annie ..	Wakayama.....	Japan
Hayes, Martin.....	Saline.....	Missouri
McKinney, Pearl.....	Randolph.....	Missouri
McRoberts, A. J.....	Saline.....	Missouri
Rayl, J. E.....	Pulaski.....	Missouri
Reagan, M. F.	Chariton.....	Missouri
Rodecker, Irma.....	Andrew.....	Missouri
Rodecker, F. A.....	Andrew..	Missouri
Smith, Harvey.....	Cooper.....	Missouri
Walker, Nellie.....	Saline.....	Missouri
Walker, Mary.....	Saline.....	Missouri
Wise, Rhoda ..	Saline.....	Missouri
Woodsmall, J. C.....	Saline.....	Missouri
Zimmerman, Lizzie.....	Saline.....	Missouri

Art.

ART CLASS.

NAME.	COUNTY.	STATE.
Campbell, Jr., Mrs. Robt	Saline	Missouri
Denny, Lou	Howard	Missouri
Hodge, Marion	Moniteau	Missouri
Hunter, Mrs. J. T. W.	Saline	Missouri
Lamkin, Lulu.....	Saline	Missouri
Ludwig, Clara.....	Saline	Missouri
Mahard, John.....	Saline	Missouri
Morris, Mrs. E. E.	Saline	Missouri
Morrow, Mrs. L. M.	Saline	Missouri
Neff, Nadine	Saline	Missouri
Piper, Gertrude.....	Saline.....	Missouri
Reynolds, Esma.....	Saline	Missouri
Rucker, Bettie.....	Saline	Missouri
Sharp, Mrs. Wm.....	Saline	Missouri
Tickemyer, Lula	Saline.....	Missouri
Tucker, Minnie.....	Saline	Missouri
Woods, Mary	Jackson.....	Missouri
Woolley, Walton.....	Nashville	Tennessee

DRAWING CLASS.

Bell, Frank.....	Bates.....	Missouri
Campbell, Ida.....	Randolph.....	Missouri
Cardell, Katherine.....	Saline.....	Missouri
Crockett, M. E.	Saline.....	Missouri
Davis, Rupert.....	Saline.....	Missouri
Dill, Mabel.....	Saline.....	Missouri

Fletcher, D. E.....	Macon	Missouri
Frazier, W. L.	Randolph.....	Missouri
Gates, J. M.....	Bates.....	Missouri
Gross, O. C.....	Randolph	Missouri
Hays, Martin	Saline	Missouri
Hixson, J. T.....	Scotland	Missouri
King, Allie.....	LaFayette.....	Missouri
Montague, Maidee	Saline.....	Missouri
Murray, Grace	Buchanan	Missouri
Nave, Katherine.....	Saline.....	Missouri
Rodecker, F. A.....	Andrew.....	Missouri
Smith, C. W.....	Atchison.....	Missouri
Stark, Pearl.....	Randolph	Missouri
Tucker, Luther.....	Saline.....	Missouri
Woodsmall, J. C.	Saline.....	Missouri

Alumni Associations.

THE COLLEGE.

NAME.	COUNTY.	STATE.
Allen, Eli Nelson (C.) '92	Cedar.....	Missouri
Althouse, George H. (C.) '95.....	Saline	Missouri
Baity, George Perry (C.) '91.....	Macon.....	Missouri
Bacon, John T. (Ph.) '96.....	Saline.....	Missouri
Barnett, Peyton (C.) '96	Jackson	Missouri
Caldwell, May (E.) '90.....	Pike	Missouri
Campbell, Suzy (E.) '96	Saline.	Missouri
Campbell, Mary B. (E.) '97.....	Saline.....	Missouri
Conrad, Henry S. (Ph. B.) '97.....	Chariton.....	Missouri
Craven, James K. (C.) '92.....	Randolph.....	Missouri
Crockett, Ermie (E.) '97.....	Saline.....	Missouri

Dabbs, John Frederick (C.) '91.....	Johnson.....	Missouri
Davis, George N. (C.) '96	Saline.....	Missouri
Divinia, Samuel T. (C.) '96.....	Buchanan	Missouri
Doran, J. H. (C.) '97.....	Coles.....	Illinois
Dysart, Wm. J. (C.) '96	Saline.....	Missouri
Edwards, Andrew (C.) '96.....	Saline.....	Missouri
Ferguson, Wm. I. (C.) '97.....	Howard.....	Missouri
Fleegeer, A. B. (C.) '96.....	Moniteau	Missouri
Garst, John B. (C.) '97.....	Saline.....	Missouri
Glick, Joseph M. (C.) '97	Saline.....	Missouri
Grove, Philetus A. (E.) '94	Collin.....	Texas
Hurt, Wm. H., Jr. (C.) '97.....	Saline.....	Missouri
James, Albert R. (C.) '97.....	Saline.....	Missouri
Jones, John A. (C.) '97.....	Saline.....	Missouri
Kirkpatrick, John W. (C.) '97.....	Saline.....	Missouri
LaMotte, George A. (E.) '97... ..	Randolph	Missouri
Leinbach, S. U. (E.) '97.....	Jackson.....	Missouri
Lewis, Kate (E.) '97.....	Saline.....	Missouri
Lower, R. S. (E.) '96....	Pettis.....	Missouri
McNeely, Bessie (Ph.) '96.....	Saline.....	Missouri
Mullendore, George Decatur (E.) '91....	Platte.....	Missouri
Olson, Stella (C.) '95.....	Saline.....	Missouri
Perry, William F. (C.) '92.....	Atchison.....	Missouri
Pile, Anna M. (E.) '93.....	Scotland.....	Missouri
Roberts, John M. (C.) '94..	Saline	Missouri
Roberts, James L. (C.) '97	Saline	Missouri
Russell, O. O. (C.) '97.....	Saline.....	Missouri
Shepherd, Robt. L. (C.) '97	Macon.....	Missouri
Slaughter, Sarah Alice (E.) '93	Chariton.....	Missouri
Sparks, Bettie (E.) '96.....	Saline.....	Missouri
Steele, Ava D. (C.) '96.....	Saline.....	Missouri
Tickemyre, Lula A. (E.) '96.	Saline.....	Missouri
Thorp, Anna Myrtle (C.) '95.....	Howard....	Missouri

Vance, Rufus Adair (C.) '93.....	Saline.....	Missouri
Walker, Willie (C.) '95.....	Saline.....	Missouri
Walmsley, Emma (E.) '92... ..	Saline.....	Missouri
Whitwell, E. O. (Eng.) '95.....	Howell.....	Missouri
Williams, Reuben A. (E.) '92.....	Scotland.....	Missouri
Wilson, Charles J. (E.) '97	Buchanan	Missouri
Worley, John Cobb (C.) '94.....	LaFayette.....	Missouri

THE ACADEMY.

NAME.	COUNTY.	STATE.
Alison, Daisy, '92.....	Miami	Kansas
Alison, Durward B., '92.....	Miami.....	Kansas
Althouse, George H., '92.	Saline.....	Missouri
Althouse, Denny, '96	Saline.....	Missouri
Bacon, John T., '92.....	Saline.. ..	Missouri
Baird, Alta M., '96.....	Adair	Missouri
Baker, Ezra Flavius, '93.....	Finney.....	Kansas
Barnett, Peyton, '93	Jackson.....	Missouri
Bowman, Mary, '95.....	Saline.....	Missouri
Bryan, Finis E., '95.....	Monroe.....	Missouri
Buchanan, Ratie, '96.. ..	Randolph.....	Missouri
Burke, Ollie Reed, '95.....	Saline.....	Missouri
Campbell, Mary Bell, '95.....	Saline... ..	Missouri
Carson, Madura, '92	Saline	Missouri
Clemmens, Lizzie, '94.....	Saline.....	Missouri
Clemmens, Delia C., '96.....	Saline.....	Missouri
Coats, Leroy J., '96.....	Wichita... ..	Kansas
Conrad, Henry S., '94	Chariton.....	Missouri
Cox, Clay Lewis, '95.....	St. Clair.....	Missouri
Crockett, Ermie L., '94.....	Saline	Missouri
Davis, George Newton, '92	Saline.....	Missouri
Denny, Emily May, '95.	Howard.....	Missouri

Denny, Lou B., '97.....	Howard.....	Missouri
Delzell, Daisy, '95.....	Logan.....	Colorado
Divinia, Samuel T., '92.....	Buchanan.....	Missouri
Dobyns, Nelle, '97.....	Johnson.....	Missouri
Doran, J. H., '93.....	Coles.....	Illinois
Downs, Eva L., '96.....	Saline.....	Missouri
Drane, James Erasmus, '92.....	Saline.....	Missouri
Dunn, Alice F., '96.....	Saline.....	Missouri
Dysart, William J., '93.....	Saline.....	Missouri
Elliott, Annie E., '96.....	Holden.....	Missouri
Fray, Mary, '94.....	Saline.....	Missouri
Fry, Carrie '92.....	Saline.....	Missouri
Galloway, Clyde A., '96.....	Maury.....	Tennessee
Garst, John B. '92.....	Atchison.....	Missouri
Garst, Josie, '95.....	Saline.....	Missouri
Garst, Effie, '96.....	Atchison.....	Missouri
Gilbreath, Ellis, '97.....	Cooper.....	Missouri
Glenns, Flossie, '97..	Saline.....	Missouri
Glick, Joseph M., '93.....	Andrew.....	Missouri
Good, John M., '93.....	Atchison.....	Missouri
Graham, Flora, '94.....	Johnson.....	Missouri
Grove, Philetus A., '93.....	Collin.....	Texas
Guthrie, Churchill, '92..	Saline.....	Missouri
Guthrie, Robert Allen, '95.....	Macon..	Missouri
Hail, William J., '95.....	Lettsu.....	Japan
Hall, Tillie F., '96.....	Daviess.....	Indiana
Harriman, Leslie Moore, '97.....	Cooper.....	Missouri
Headen, Edgar V., '97.....	Miami.....	Kansas
Holmes, Elizabeth, '97..	Fremont.....	Colorado
Hood, Joseph T., '92.....	Cooper.....	Missouri
Hopkins, Jennie M., '93.....	Saline.....	Missouri
Huff, Virgil V., '94.....	Saline.....	Missouri
Hunt, Thomas Newton, '96...	Moultrie.....	Illinois

Hurt, William Henry, '92.....	Saline.....	Missouri
Jaenecke, Howard, '97.....	Pike.....	Missouri
James, Albert R., '93.....	Saline.....	Missouri
James, Luther S., '96.....	Saline.....	Missouri
Jenkins, George F., '94.....	Saline.....	Missouri
Johnston, A. D., '95.....	Macon.....	Missouri
Jones, John A., '93.....	Saline.....	Missouri
Jones, Harry L., '96.....	Saline.....	Missouri
Jones, W. W., '96.....	Otoe.....	Nebraska
Kahl, C. W., '96.....	Merced.....	California
Kincheloe, J. E., '97.....	Scotland.....	Missouri
Kirkpatrick, John, '93.....	Saline.....	Missouri
Knight, Margaret C., '92.....	Pike.....	Missouri
Kraemer, Herman, '93.....	Moniteau.....	Missouri
LaMotte, George A., '95.....	Howard.....	Missouri
Lawless, Charles L., '96.....	Saline.....	Missouri
Leinbach, Samuel U., '93.....	Jackson.....	Missouri
Lewis, Kate, '94.....	Saline.....	Missouri
Lewis, William W. '97...	Saline.....	Missouri
Long, Anna Dora, '96.....	Saline.....	Missouri
Lowe, Wm. Walton, '96.....	Gentry.....	Missouri
Lower, Richard S., '94.....	Pettis.....	Missouri
Mack, George H., '94.....	Hamilton.....	Missouri
McAlister, Lena, '92.....	Pike.....	Missouri
McCammon, W. A. '97.....	Gentry.....	Missouri
McNeely, Wm. D., '95.....	Saline.....	Missouri
McRoberts, Ernest, '95.....	Saline.....	Missouri
McDowell, H. M., '95...	Saline.....	Missouri
Mitchell, Henry, '94.....	Saline.....	Missouri
Mitchell, William N., '92.....	Saline.....	Missouri
Mitchell, Maggie, '96.....	Saline.....	Missouri
Mitchell, Emmett, '96.....	Saline.....	Missouri

Mitchell, Callie B. '97.....	Saline.....	Missouri
Montgomery, Albert, '94.....	Berry.....	Missouri
Montgomery, Finis, '95.....	Berry.....	Missouri
Nuckles, R. H. '97.....	Saline.....	Missouri
Olson, Stella, '92.....	Saline.....	Missouri
Olson, Wm. L., '95..	Saline.....	Missouri
Orear, Elizabeth, '96.....	Saline.....	Missouri
Page, Pattie Sims, '92. .	Saline.....	Missouri
Perry, Arthur E., '95.....	Otoe.....	Nebraska
Prigmore, Joseph Dyre '97.....	Jasper.....	Missouri
Reed, William P., '95.....	Pike.....	Missouri
Rice, Bernard Lea '97.....	Mesa.....	Colorado
Roberts, James L., '93.....	Saline.....	Missouri
Russell, Oury O., '94.....	Nodaway.....	Missouri
Scrutchfield, Mabel, '95.....	Macon.....	Missouri
Sherman, Richard E., '97.....	Saline.....	Missouri
Shorb, Mary, '95.....	Saline.....	Missouri
Shorb, Addie A., '96.....	Saline.....	Missouri
Shorb, Cora Ellen, '94.....	Saline.....	Missouri
Shepherd, Robert L., '94. .	Macon.....	Missouri
Smith, Walter R., '95. .	Clay..	Missouri
Sparks, Bettie, '94.....	Saline.....	Missouri
Sparks, Jessie, '95.....	Saline.....	Missouri
Steele, Avarilla D., '93.....	Saline.....	Missouri
Steele, Edna, '95.....	Saline.....	Missouri
Stephens, Letha, '97.....	Macon.....	Missouri
Stuart, Willie May, '93.....	Saline.....	Missouri
Sullivan, Amos N., '92.....	Saline.....	Missouri
Surface, E. B., '95.....	Barber.....	Kansas
Terrell, Sarah J., '93.....	Saline.....	Missouri
Tickemyre, Lulu, '94.....	Saline.....	Missouri
Tharp, Lillian, '94.....	LaFayette.....	Missouri
Thompson, William J., '92.....	Linn.....	Missouri

Thorp, Anna Myrtle, '92.....	Howard.....	Missouri
Van Stone, Ida E., '96.....	Saline.....	Missouri
Voigts, E. E., '95..	Wyandotte.....	Kansas
Walker, Willie, '92.....	Saline.....	Missouri
Ward, Jno. A., '95.....	Johnson.....	Missouri
Ward, Ellen, '97.....	Saline.....	Missouri
Wells, Mary L., '96.....	Cooper.....	Missouri
Whitwell, Egbert O., '93.....	Howell.....	Missouri
Whitehead, Chas., '94.....	Macon.....	Missouri
Wilson, Chas. J., '94.....	Buchanan.....	Missouri
Yancey, Rozzie, '94.....	Howard.....	Missouri
Young, John, '93.....	Saline.....	Missouri
Young, Allan, '93.....	Saline.....	Missouri
Zeigel, Anthony F., '97.....	Cooper.....	Missouri
Zeigel, Wm. Henry, '97.....	Cooper.....	Missouri
Zimmerman, William F., '92.....	Saline.....	Missouri

Graduates In Music.

SEMINARY COURSE.

PIANO.

NAME.	COUNTY.	STATE.
Bishop, Alice Gertrude, '92.....	Saline.....	Missouri
Cordell, Alice, '92.....	Saline.....	Missouri
Crockett, Ermie, '96.....	Saline.....	Missouri
Grimes, Juanita.....	Monroe.....	Missouri
Hightshoe, Mabel, '93.....	Saline.....	Missouri
Jones, Charlotte.....	Pike.....	Missouri
Lail, Ida, '96.....	Saline.....	Missouri
Martin, Georgie, '96	Macon.....	Missouri
McNeely, Bertha, '92.....	Saline.....	Missouri
McNeely, Blanche, '92.....	Saline.....	Missouri
Page, Mary B., '92.....	Saline.....	Missouri
Rea, Virginia, '92.....	Saline.....	Missouri
Taylor, Fannie, '93.....	Saline.....	Missouri
Woods, Helen, '97....	Center.....	Pennsylvania

VOICE.

Baird, Alta, '96.....	Adair.....	Missouri
LaMotte, Gertrude, '92	Saline.....	Missouri
Martin, Minnie, '92	Saline	Missouri
McNeely, Blanche, '96.....	Saline.....	Missouri
Slaughter, Alice, '94.....	Chariton.....	Missouri

SUMMARY.

THE COLLEGE:	1896-'97.	1897-'98.
Seniors	20	9
Juniors	8	9
Sophomores	10	9
Freshmen	14	31
Specials	4	2
Irregular	38	36
Total	94	96
THE ACADEMY:		
Seniors	27	31
Middlers }	114	132
Juniors }		
Total	141	163
THE SCHOOL OF MUSIC: — <i>Vocal</i> —		
Special	12	19
Harmony	8	4
Choral Class	10	31
<i>Instrumental</i> —		
Piano	38	47
Violin	3	..
Guitar and Mandolin .....	..	4
Pipe Organ .....	..	2
Total	71	107

THE SCHOOL OF ART	1896-'97.	1897-'98.
Special	15	18
Drawing.....	26	21
Total.....	<u>41</u>	<u>39</u>
Total in Schools	346	404
Candidates for Ministry.....	36	36
Candidates for Missions	3	2
Male Students.....	128	136
Female Students	<u>104</u>	<u>137</u>
Male Students in College.....	63	59
Female Students in College	<u>31</u>	<u>37</u>
Male Students in Academy.....	80	97
Female Students in Academy.....	<u>61</u>	<u>45</u>
Male Students in Music	11	32
Female Students in Music.....	<u>59</u>	<u>75</u>
Male Students in Art.....	14	14
Female Students in Art.....	<u>27</u>	<u>25</u>
Total in all Schools.....	346	404
Counted more than once.	<u>114</u>	<u>131</u>
NET ATTENDANCE	232	273

DEPARTMENT OF INSTRUCTION.	ACADEMY.						COLLEGE.											
	No. of Courses.	Hours per Week.	Whole No. in All Courses.			No. of Different Students in Each Department.			Per cent of all Work.	No. of Courses.	Hours per Week.	Whole No. in All Courses.			No. of Different Students in Each Department.			Per cent of all Work.
			Male.	Female.	Total.	Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.	
Bible	6	6	157	122	279	100	72	172	5.6	8	8	55	31	86	35	17	52	4.8
English.	7	24	136	104	240	66	51	117	15.9	9	18	40	43	83	17	19	36	9.4
Philosophy.. ..										6	10	16	8	24	8	4	12	4.5
Sociology.....										2	4	12	5	17	11	4	15	1.9
History	5	16	91	40	131	33	32	65	8	4	8	30	19	49	28	19	47	5.5
Elocution.....	2	8	34	33	67	26	29	55	5.4	6	6	49	32	81	26	16	42	6.5
Latin.....	6	25	153	102	255	99	65	164	23.5	6	13	32	35	67	17	16	33	8.4
Greek.....	4	17	46	17	63	28	9	37	5.9	10	18	62	15	77	18	5	23	8.5
French										5	9	11	28	39	7	15	22	7.5
German.....										7	13	32	19	51	17	10	27	8.4
Natural History.	3	9	39	29	68	32	27	59	4.2	6	16	36	22	58	27	19	46	8.5
Chemistry and Physics..	2	8	51	30	81	42	26	68	5.9	4	16	40	8	48	30	7	37	12.2
Mathematics.....	6	24	181	128	309	70	54	124	4.8	5	17	45	20	65	35	15	50	13.0
Drawing.....	1	2	13	8	21	13	8	21	.8									

TABLE OF SYNCHRONOUS COURSES OF STUDY. (Classical.)

DEPARTMENTS.	FRESHMAN.				SOPHOMORE.				JUNIOR.				SENIOR.			
	FIRST SEM.		SECOND SEM.		FIRST SEM.		SECOND SEM.		FIRST SEM.		SECOND SEM.		FIRST SEM.		SECOND SEM.	
	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.	Req.	Elect.
Bible.....	I ₁	.....	II ₁	.....	III ₁	V ₁	IV ₁	VI ₁	VII ₁	.....	VIII ₁	.....	IX ₁	XI ₂	X ₁	XII ₂
English.....	I ₂	.....	II ₂	.....	III ₂	V ₂	VI ₂	IV ₂	VII ₂	.....	VIII ₂	.....	I ₁ II ₁ } 4	.....	V ₁ } VI ₁ } 2	III ₁ IV ₁ } 4
Philosophy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sociology.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
History.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Elocution.....	.....	.....	.....	.....	I ₂	.....	II ₂	.....	.....	I ₂	.....	II ₂	.....	.....	.....	.....
Latin.....	I ₃	.....	II ₃	.....	VII ₁	III ₂	.....	IV ₂	.....	I ₂	III ₁	II ₂	.....	.....	.....	IV ₂
Greek.....	I ₃	.....	II ₃	.....	VII ₁	III ₂	.....	IV ₂	.....	.....	.....	.....	.....	.....	.....	.....
French.....	.....	.....	.....	.....	.....	I ₁ } II ₁ } 4	III ₁ } IV ₁ } 4 V ₁	.....	.....	.....	.....	.....	.....	.....	.....	.....
German.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Natural History.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chem. and Physics..	I ₅	.....	.....	.....	I ₂ ½	.....	II ₂ ½	.....	.....	.....	.....	.....	.....	.....	V ₂	.....
Mathematics.....	I ₄	.....	.....	.....	III ₃	.....	IV ₃	.....	.....	.....	.....	.....	.....	IV ₄	.....	V ₄
Music.....	.....	I ₁	.....	II ₁	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	VII ₃

N. B.—The Roman numerals indicate the number of the course as outlined on pages 75 to 80.
The subscript Arabic numerals indicate the number of weekly recitations.

TABULAR STATEMENT OF REQUIRED COURSES.

DEPARTMENT.	BACHELOR OF ARTS.		BACHELOR OF PHILOSOPHY.	
	COURSES.	HRS.	COURSES.	HRS.
Bible.....	I, II, III, IV, VII, VIII, IX, X.	8	I, II, V, VI, VII, VIII, IX, X...	8
English.....	I, II, III, VI, VII.....	10	I, II, III, VI, VII.....	10
Philosophy.....	I, II, V, VI.....	8	I, II, VI, VII.....	8
Sociology.....	.....	.....	.....	.....
History.....	I, II.....	4	I, II.....	.....
Elocution.....	I, II.....	4	I, II.....	4
Latin.....	I, II, VII.....	7	I, II, VII.....	7
Greek.....	I, II, VII.....	7	.....	.....
French.....	.....	.....	I, II, III, IV, V.....	9
German.....	.....	.....	I, II, III, IV, V.....	9
Natural History.....	I, II, V.....	7	I, II, V.....	7
Chemistry and Physics.....	I.....	5	I.....	5
Mathematics.....	I, III, IV.....	10	I, III, IV.....	10
Total.....	.....	70	.....	81

SCHEDULE OF RECITATIONS.

FIRST SEMESTER, 1898.

	Dr. Black,	Dr. McGlumphy,	Prof. McGinnis,	Prof. Grube,	Prof. Penick,	Miss Orr,	Dr. Gallo- way,	Prof. Peters,	Miss Thorp.
8:00	Bible. (1) T.; (I) W. (2) IV, Th. S. (3) F.; (II) S.	(1) Arith. W. Th. F. S.	(IV) Psychol. T. W. F. S. (IV) Logic.	(2) Caesar. T. W. Th. S. (II) New Test.	(II) Miner- alogy. W. F.	(III) Ad. Eloc. W. F.	(I) Biology. T. Th. [S.]	(I) Rhet. Style. T. Th.	(3) Cicero. T. Th. S.
9:00	Bible; (III) T.	(II) Univ. Alg. T. Th. S.		(2) First Greek Daily.		Bible Read- ings, T. (3) U. S. Hist. W. Th. F. S.		(1) Grammar. W. F. (1) Eng. Comp. T. Th. S.	(I) Livy T. Th. S.
10:00	Bible. (2) W.	(III) Anal. Geom. T. Th. S.	(1) First Latin Daily.	(I) Herodotus T. Th. S. (III) Aeschylus. W. F.	(IV) Mechanics T. W. F. S.	(2) Anc. Hist. T. Th. S. (II) Hist. Eng. W. F.	(1) Applied Geography. T. Th. S.	(3) Eng. Daily.	(1) First Latin Daily.
11:00	(IV) Hebrew. W. F.	(1) Trigonom. T. W. Th. F.	(II) Terence. T. Th. (II) Lat. Lit. S.	(II) Demos. W. F.	(1) El. Science. T. Th. S.	(III) Shakes- peare. S.	(3) Physiology. T. W. Th. F.	(2) El. Rhet. W. T. F. S.	(III) Tusc. Disp. W. F.
12:00									
2:00		(2) Algebra Daily.		(3) Memorabil. Daily.	(1) Chemistry. Daily.	(IV) Const. Hist. T. F.	(III) Zoology. T. [W.] F.	(II) Anglo-Sax T. F. (II) Philol. W. S.	
3:00	Prof. Place. (1) Voc. Cult. W.	(3) Geometry Daily.	(II) German Daily.		Laboratory. Daily.	(2) El. Eloc. Daily.	(II) Sociology T. F. Zool. Lab. [W.]	Shak's and Milton. W. S.	(II) French. Daily.
4:00						German Hist. Daily.			

*The Arabic numerals 1, 2, 3 indicate courses in the Junior, Middle and Senior Academy, respectively.

**The Roman numerals I, II, III, IV are placed with the prescribed and elective courses of the appropriate college classes commencing with the Freshman.

The letters indicate the days of the week in which the recitation occurs.

SECOND SEMESTER, 1899.

	Dr. Black.	Dr. McGlumphy.	Prof. McGinnis.	Prof. Grube.	Prof. Penick.	Miss Orr.	Dr. Gallo-way.	Prof. Peters.	Miss Thorp.
5:00	Bible. (1), T; (I), W. (IV) Th. (3), F; (II), S.	(1) El. Alg. W. Th. F. S.	(IV) } Metaphys & Phil. Relig. T. W. F. S. (II) Germ. Lit. Th.	(2) Caesar. T. W. Th. S.		(III) Ad. Elocu. W. F. (IV) Hist. Civil. T. S.	(II) Biology. T. Th. [S.]	(I) Rhet. Invt. T. Th. Grammar. W. F. (1) Composi- tion, T. Th. S.	(3) Virgil. T. W. Th. S. (II) Fr. Lit. F.
9:00	Bible. (III), T.	(II) Univ. Alg. T. Th. S.	(I) Horace. T. Th. S.	(2) Anabasis. Daily.	(3) El. Physics. Daily.	(II) Hist. Eng. W. F. Bible Reading. T.	(3) Physiogra- phy. W. F.		
10:00	Bible. (2), W.	(III) Calculus.	(1) First Latin.	(I) Phaedo. T. S. (II) Sophocles. W. F.	(IV) Ad. Phys- ics. T. W. F. S.	(2) Med. & Mod. Hist. T. Th. S.	(III) Geology. T. Th. S. (III) Pol. Econ. W. F.	(2) Eng. Lit. Daily.	(1) First Latin. Daily.
11:00	(IV) Hebrew. W. F.	(3) Geometry. T. W. Th. F.	(IV) Ethics and Aesthetics. W. F.	(III) Arist. W. F. (II) Gr'k Lit. T. (II) New Test. Th.	(I) Surveying. T. W. Th. F.	(III) Shakes- peare. S.	(III) Botany. T. Th. [S.]	(I) Eng. Fict on W. F.	(II) Tacitus. W. F.
12:00									
2:00		(2) Algebra.		(3) Homer. T. W. F.	(1) Organ. Chem. Daily.	(2) El. Elocu.	(IV) Comp. Phys. W. F.	(II) Anglo-Sax. T. F. I. Philol. W. S.	
3:00	(3) Drawing. W. F.	(IV) Astron'y T. W. F.	(II) German. Daily.		Laboratory. Daily.	(3) Civil Gov't. T. W. F.		Brown'g and Tenny'n T. F.	(II) French. Daily.
4:00			Mythology. Daily.						

Calendar 1898-99.

May	27, 1898—Academic Graduating Exercises.
May	28, 1898—Elocutionary Recital.
May	29, 1898—Baccalaureate Sermon.
May	30, 1898—Annual Reception of the Alumni.
May	31, 1898—Classical Concert by the School of Music.
June	1, 1898—Annual Exhibition by the School of Art.
June	1, 1898—Lecture to the Literary Societies.
June	2, 1898—COMMENCEMENT.
September	6, 1898—Entrance Examinations.
September	7, 1898—First Semester begins.
September	8, 1898—Class Organization.
September	8, 1898—Recitations Begin.
November	24, 1898—Thanksgiving Day.
December	5, 1898—First Recital by the School of Music.
December	24, 1898—Christmas Vacation Begins.
January	2, 1899—Holidays End. Recitations Resumed.
January	11, 1899—First Semester Ends.
January	12, 1899—Second Semester Begins.
January	27, 1899—Day of Prayer for Colleges.
February	22, 1899—Washington's Birthday.
March	6, 1899—Second Recital by the School of Music.
May	26, 1899—Academic Graduating Exercises.
May	27, 1899—Elocutionary Recital.
May	28, 1899—Baccalaureate Sermon.
May	29, 1899—Annual Reception of the Alumni.
May	30, 1899—Classical Concert by the School of Music.
May	31, 1899—Annual Exhibition by the School of Art.
May	31, 1899—Lecture to the Literary Societies.
June	1, 1899—COMMENCEMENT.
September	5, 1899—Entrance Examinations.
September	6, 1899—First Semester Begins.





UNIVERSITY OF ILLINOIS-URBANA



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